Break

Charge of the right brigade

While the larger battle over the issue of press freedom rages between the two Houses of Parliament, one member of the Commons has stepped into the lists, as the self-appointed spokesman for protecting writers in the book world against publishers who have "become a grave menace to the wider community of interest in the presentation of a fair balance of philosophic conceptions and political viewpoint".

Thinly disguised in his own publishing suit of armour, Rhodes Boyson has been actively explaining to the directors of Penguin Books in particular, and Fleet Street in general why Penguin, rather than his own Churchill Press, should have published *Rape of Reason*, the most recently issued version of life in the 1970s at the North London Polytechnic.

It seems that a draft of the manuscript, written by three teachers at the polytechnic, was submitted to Penguin, with the jolly suggestion that the firm "might wish to atone in some measure for their past record . . . in confusing if not confounding public opinion on economic and educational issues". In spite of this reminder of sins past, Penguins according to Boyson, "rejected the book out of hand on ingenious grounds which appeared at the time wholly unconvincing".

The Penguin version of events suggests that some care was taken to give the book more than a fair chance. Peter Calvocoressi, as chief executive, said he felt that "the subject matter of the book was something that Penguin ought to ventilate, and that it was not at all a bad book". Though on balance he thought Penguin should not take on the manuscript—"we weren't exactly looking for new books, with all our cutbacks"—he passed it on to an editorial colleague, without indicating his own opinion.

Editor Number Two thought the first half of the manuscript "contained some sensible material on the function of a higher education institution, but then the theory got submerged in a one-sided and rather badly put together account of events at the Poly". Against acceptance herself, but thinking she needed to persuade Calvocoressi to her point of view, she asked yet another editorial colleague for a third opinion, and Editor Number Three confirmed the judgment of the first two pairs of eyes.

And how do the poor rejected authors feel about being turned down in this manner? Caroline Cox, a lecturer in the sociology department at NLP, and one of the three authors of the book, was clearly uneasy about the whole publicity stunt, claiming this week that she had not seen a copy of the widely distributed letter. When Aristides filled her in on its contents, and asked if she felt "rejected out of hand" by Penguin, she was only able to offer an embarrassed "no comment".

Meanwhile back in Parliament, they're busy talking about a code of conduct. . . .

Supermen

A new National Institute for Careers Education and Counselling, which starts work in January, may not sound a particularly dramatic development in educational thinking. In fact, the new setup, which is based on Hatfield Polytechnic, is beginning to look like a powerful centre for action in the murky field of careers education.

For a start, they have got £50,000 from the Leverhulme Trust to bring Professor Donald Super over from Columbia University on a three year contract to start up a research programme. Super is an occupational psychologist who has done, or inspired, most interesting research since the war into how young people make vocational and career choices—how they start to get an idea of themselves as a nurse, or engine driver, or actuary, and how their thinking changes or gets changed at different stages of development.

It is an immense coup by the Cambridge Careers Research and Advisory Centre and Hatfield, who are jointly sponsoring the new Institute, to get him here on such a long-term commitment.

The home team will be led by three "senior fellows"—Tony Watts, a founder of CRAC, who has moved more and more into the research and development field, Bill Law, a senior lecturer at Hatfield, who has been a careers teacher and taught on the Reading University counselling course, and another, to be chosen shortly.

They will begin by getting the training side of the operation under way, developing resources and materials which can be used in all kinds of courses for people at all levels in the guidance and counselling business in education, from house tutors upwards.

They will also train people to use their materials in various courses and monitor their effectiveness. Some materials will be whole modules — on interviewing, or interest inventories, or designing careers education curricula—which can be slotted into any course.

Tony Watts says that their plans are based on the realistic view that most schools will have, at the very best, only one careers person—and one person can do little on his own. The need is to infect as many people as possible with some of the attitudes and techniques which work in this field. "There's some retraining involved. Many teachers are not trained to work with individuals, and to listen to individuals."

Meanwhile, the research programme will get under way to try to find out just how young people's images of themselves and jobs does develop in this country (Super is particularly interested in cross-cultural comparisons: most work so far is American), and how educators can influence them.

"A-B-O-R . . ."

96—and hopeful

"In these very grim days, why shouldn't we celebrate and be recognized as the musical nation?"—Incorrigible optimism of extreme youth? In a way, yes, but the speaker is chronologically no spring chicken. Alert and trim—if now a little frail—Sir Robert Mayer was celebrating two things this week—his ninety-sixth birthday, and the twenty-first birthday of the organization he founded, Youth and Music.

A spectacular gala concert was held at the Festival Hall last night to mark the occasion, with a star-studded musical cast and an audience packed with musical, financial and political prime movers. Though the concert was the idea of Lord Drogheda (now co-chairman of Y and M) and Mrs Edward Sieff (wife of the president of Marks and Spencer), it has the hallmark of inspired wheeler-dealing characteristic of Sir Robert's entire career.

After a childhood in Mannheim (he was once patted on the head by Brahms) and a phenomenally successful period as a city financier, he decided at the age of fifty to devote the rest of his life to music. He had already become a focal point for musical society—the visitor's book in his elegantly palatial London flat reads like a roll-call for Parnassus—and he now applied himself to the task of bringing young audiences and orchestral music together under the same roof.

He seems to be succeeding remarkably. Youth and Music is now backed by the Arts Council, the regional arts associations and increasingly by industry. Schemes are now operating in a growing number of cities, young performers are being sponsored on trips abroad, and the next target areas—defined grandly as "comprehensives" and "the suburbs"—are about to come under benevolent attack.

Aristides

BUCKLEY

Imagine yourself to be a visitor from outer space. What, I wonder, would you make of some of the educational items that have lately appeared in the press?

If you had visited these shores on previous occasions and had observed how public interest in education has been growing over the years and how it takes up more and more space in our journals, you would doubtless have been surprised to see that it was still necessary in 1975 for John Blackie, of Alconbury, to write to *The Sunday Times* to correct an earlier correspondent on the simple facts of the law.

The law does not oblige parents, Mr Blackie pointed out, to send their children to school. It obliges them to have the children educated according to their age, ability and aptitude.

Mr Blackie, indeed, reminded his readers about the famous Mrs Joy Baker who successfully withstood the Norfolk Education Authority on this very point.

Then there is religion. You would have noticed from the correspondence columns of *The Times* and elsewhere that some of our public schools have been resisting possible threats to their charitable status. They maintain that they inculcate the Christian principles and that in this they do benefit to the community, a function, they argue, that brings them within the definition of charities. Indeed, you might have supposed that without them religion would founder.

You would then have been surprised to discover in *The Sunday Telegraph* that some 70 per cent of sixth formers questioned at Southgate Comprehensive School, north London, averred their belief in God. For whatever else it may be Southgate Comprehensive is certainly not a charity.

Still, if your visits from outer space had been frequent enough to make you cynical you would have found yourself reflecting that our public schools are quite capable of claiming that any good the comprehensive school does really come from their example.

Other matters might have pro more puzzling. There was, for in stance, the opening paragraph an article in *The Observer*. "Wh 436 Liverpool teachers took a d off school last week to learn h to teach, they became part of important pioneering scheme eliminate the damage that can caused by pitching first-year te chers out of lecture theatres straight into classrooms."

If after all these years, you m have reflected, new teachers have to be taught how to teach, there can surely be little justi tion for all the fuss that is on about the closure of some ing institutions — a fuss repo elsewhere in *The Observer* the dramatic headline "Fight death-row colleges."

Incidentally, you see from *Observer* that the Liverpool neers have noticed that all recognised professions, such tors, dentists, lawyers and acc ants, have an induction and ap ticeship system. Will someone out gently that the profes teaching once had such a tuo?

As a visitor to our plane would quickly notice, of that different people see differently. Thus a speech Arthur Armitage, chairman of Committee of Vice-Chancellors reported in *The Times* under headline "Money crisis means versities are losing ability to their research role" and in *Guardian* under the heading to study."

The economy, of course, link. With poor job pros otherwise many youngsters to stay under the educational brella; and in spite of the shortages that hindered their search the universities were wonders to fit them in.

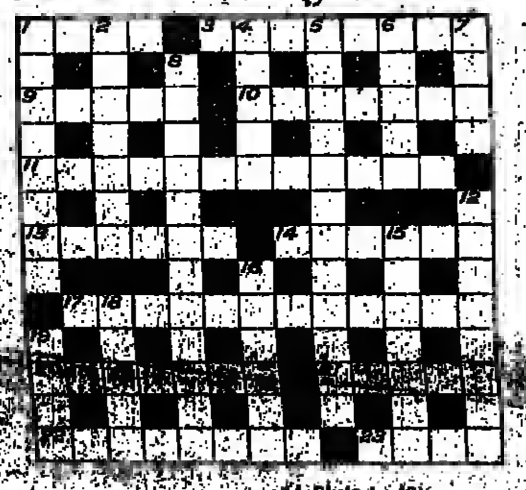
In view of all that, you might been surprised to find that currently in *The Sunday Times* A. D. Harvey, a member of history faculty of Cambridge versity, was reporting on a su of potential undergraduates and suggesting that there was a gre decline in the glamour and pre of our universities.

Perhaps you could have ex that one out. But how, I wo would you have fared when turned to the educational adver ments? In *The Sunday Times*, instance, you might have equ the announcement of a "Think Course for Juniors (ages 5-12)" £4.65 that could itself have sa thinking.

But what would you have m of a footnote to the advertisement "A copy of The Dog Exercis Machine", it said, "will be includ with the first 2,000 orders received

Harry Golomb

Crossword No 1,004



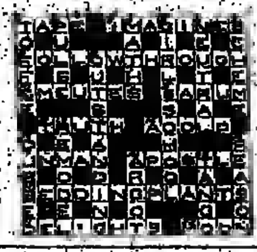
Across

1 High up flats as it were (4).
3 £25 laid on a chukker? (4, 4).
9 Top cover for gardeners (5).
10 Preeminent observation post in full view (7).
11 Vehicle with canvas ten (7, 5).
13 There was, no doubt, good cause for his death (6).
14 Shun! (6).
17 Marmalade drink? (6, 6).
20 Strange product of the rain (4, 3).
21 Finish with advantage (3, 2).
22 In which the voice of the people can be heard (4, 4).
23 Where imperial mourning reached monumental perfection (4).

Down

1 Does it indicate military intents? (4, 4).
2 Positive talk from a friend (7).
4 O 501 D (5).
5 Road of no return (3, 3, 6).
6 Superlative picnic perhaps (5).
7 Berk for book binding? (4).
8 The Count forecasts life partner and date (6, 6).
12 Lathyrus odoratus (5, 3).
15 Canine outcome of a misnomer? (4, 3).
16 "Or hear old —— blow his wreathed horn" (Wordsworth) (6).
18 Testamentary prohibition on marriage (1, 4).
19 He comes in with French efficiency (4).

Solution to Puzzle No 1,003



Chess

The Basis of Attack: Development

It is, or should be, the natural instinct for every player to attack. And this is based on the sound reasoning that very few players win if they start off with the idea of merely defending themselves. To attack, therefore, is to obey the dictate of a sound instinct.

But it is not enough to know that one should attack, one also has to be acquainted with the means to know how to attack. In this respect the first priority is development. It is worse than useless to attack prematurely before one has developed enough pieces to enable one to concentrate sufficient force against the weak points in the enemy position. A common failing of the beginner is to launch an attack with only one piece, usually with the Queen. The result is that the premature and solitary attack is beaten back with great loss of time.

One very simple rule that has proved its worth time and again is: only embark on your real attack when you have developed your Queen-side. And, if you ask, why the Queen-side not the King-side, then the answer is that, in castling on the King-side, you inevitably develop your King-side pieces.

An excellent example of a disaster that occurs through failure to develop the Queen-side pieces is in the following game which was played in the third Costa Brava International Tournament at Sant Feliu de Guixols in Spain in September, 1975.

Sicilian Defence
White: Pares Black: Sigurjonsson

1	P-K4	P-QB4
2	Kt-KB3	P-Q3
3	P-Q4	PxP
4	KtxP	Kt-KB3
5	Kt-QB3	P-QR3 (a)
6	B-K2	P-K3
7	O-O	QKt-Q2
8	P-B4	P-QKt4 (b)
9	B-B3	B-Kt2
10	R-K1 (c)	Kt-Kt3
11	K-R1 (d)	P-Kt5 (e)
12	P-K5 (f)	Kt-K6
13	BxKt (g)	PxB
14	QxP	PxP
15	KtxKP (h)	PxKt
16	QxP ch	Q-K2
17	Q-Kt6 ch (i)	K-Q1
18	QxKt (j)	RxP ch
19	R-Kt1 (k)	R-R8 ch
	resigns (l)	

(a) Known as the Najdorf variation after the great Argentine master who introduced this resilient line to International chess. 5..,P-KKt3, the Dragon variation once so popular, has been almost superseded by this line.

(b) A vigorous counter-attacking move that threatens to win the KP by P-Kt5.

(c) 10.P-K5, used to be the standard move here but it has been shown that Black need not fear the pawn advance; e g 10.P-K5,BxB; 11.KtxB, PxP; 12.PxP,P-Kt5; 13.Kt-QR4,Kt-Q4; 14.B-Kt5,B-K2; 15.BxB,QxB; when Black is well placed (Nemet-Bukic, Yugoslav Championship, 1975).

But 10,K-R1, seems better than the text-move as it is not yet clear where the KR should be placed (in some variations the one wants to play Q-K1).

(d) A precaution against the even tual pinning of the Knight on Q4

(e) An interesting counter-attack ing move that takes advantage of White's waste of time to embark on a strong attack on the enemy King.

(f) If 12.B-K3, Kt-B5 and the Bishop has to go back.

(g) Reluctantly, but he cannot allow Black to play the deadly 13..,Q-R5.

(h) A promising looking sacrifice which however fails because of his failure to develop his Queen-side pieces. But if instead he plays 15.PxP, then Black wins a piece by 15..,R-R5.

(i) If at once 17.QxKt, then 17..,RxP ch; 18.KxR,Q-R5 ch; 19.K-Kt1,QxR ch; 20.K-B2,B-B4 ch; 21.QxB,Q-R5 ch; 22.K-Kt1,B-B4 ch followed by mate.

(j) A remarkable position which Black's King looks extremely vulnerable; but he has the vast end his Queen-side pieces are developed.

(k) After 19.KxR,Q-R5 ch we have a line similar to what actually occurs with the one difference that things happen one move more quickly, i e. White gets mated one move earlier.

(l) Because of 20.KxR,Q-R5 ch; 21.K-Kt1,QxR ch; 22.K-R2,Q-R5 ch; 23.K-Kt1,B-B4 ch; 24.QxB,Q-K8 ch; 25.K-R2,R-R1 mate. Note the White's Queen-side remains undeveloped right until the bitter end.

Harry Golombek

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Broomsticks and bedknobs and witch hunts galore

According to superstition, Hallowe'en is a time of menace when witches take to their broomsticks and other members of the community, especially in North America, take the festival as an occasion for licensed bad behaviour. Some of this seems, this year, to have spilled over into the world of education. This edition of the *TES* abounds in public inquiries and tribunals, in rancorous dissension among professional colleagues and in allegations of witch-hunts on the one hand and under-bedded reds on the other.

In London an inquiry has opened into the civil strife at William Tyndale. In Birmingham, the dispute at Fircroft College swaps allegations of paternalism with counter-allegations of radical militancy. In Kent the l.e.a. have had to sort out the case of a teacher who is publicly at odds with his colleagues. At South Bank Polytechnic the dying embers of a dispute among the staff, and between some of the staff and administrators, have flared up as part of another quarrel between the Association of Teachers in Technical Institutions and the Association of Polytechnic Teachers. It almost seems as if it is no longer possible for good men and women to agree to disagree amicably; before anyone knows what has happened, the issues have grown out of recognition, parties have formed behind one proposition or another, allegations of bad faith and professional malpractice are being tossed around with reckless abandon, and a case has been made out for the inevitable committee of inquiry, the appointment of which, in itself, is seen as victory for one or other party to the dispute.

Often behind an apparently public controversy there lies a clash of personalities which is more important than any issue of principle, and solvable only by some radical measure (like separating the antagonists and transferring one or both to different jobs) which depends on the exercise of authority. And yet it is against just the exercise of such authority that so much political energy is now mobilized in regulations about unfair dismissal which, though inspired by the best of intentions, impose a legalistic straitjacket on the human and professional relations of normally relaxed institutions.

So the witches emerge from their covens and the reds creep out from under their beds, exploiting a whole range of tensions which pre-exist their Hallowe'en. And the long-suffering majority—who lack both the comforting, simplified certainties of the authors of the *Rape of Reason*, and the ideological artillery of the new left—take refuge in the time-honoured public inquiry. But so long as the long-suffering majority represents a soft centre, the last thing they want from a public inquiry is a fearless vindication of one protagonist or another. They want a report which discredits everybody while blaming no one, and allows the afflicted institution to sink back into a decent oblivion to lick its wounds.

The only trouble is that this method of carrying on becomes a little less effective every time it is invoked. What it certainly doesn't do is fill the vacuum which follows the failure of institutional leadership.

No comment

We know that many parents share our concern and will cooperate to eradicate it—from a school's letter to parents.

L.e.a. lops £1.4m off education budget

Gloucestershire's 3 per cent cut in spending next year will close nursery schools, give longer holidays and threaten up to 180 teachers' jobs page 3

Segregating the disruptive

Lancashire is the latest l.e.a. to set up special units for disruptive pupils page 3

Tyndale inquiry

Report of the first week's hearings at the ILEA inquiry into the conduct of teachers and managers of William Tyndale junior school page 4

Hemingway not hard enough

Exam board says classics give students better chance in A-level English page 7

More equal or less?

John Gretton examines the evidence about public spending on education and the distribution of wealth. It all depends on how you do your sums pages 20-21

TES Extra:

Modern languages

Intensive teaching: does it work? A dozen articles on methods and experience, introduced by Professor Eric Hawkins; six pages on other subjects pages 33-48

Science, page 13
A Leicester professor's research may be homing in on a 'black hole' in space.

Foreign, pages 14, 15
Norway's "school reform of the century" is aiming at 90 per cent of 16-year-olds staying on; France boosts higher education spending, while West Germany is to cut back on student grants.

Letters, pages 16, 17
Comprehensives and PRISE; dentists on sweets; colleges; physics; literacy drive and dyslexia; community education.

Features, pages 19-22
Heather Neill on the Royal Court Young Writers Festival; Gabriel Chanan on the autonomy of learning; John Gretton on education and inequality.

Books, pages 23-27
Geoffrey Summerfield reviews Chris Searle's latest book; Richard Hoggart on Unesco; Maurice Kogan on social policy; Catherine Basham on Bertrand Russell; mathematics and management textbooks.

Resources, pages 28-30
Dan Douglas writes about a Schools Council report on resource centres; Paul Turton on filmstrips for religious education; and Elizabeth Matterson on a new range of playthings.

Arts reviews, pages 78, 79
Frances Hill interviews Arthur Hopcraft; Robin Maconie on music; Heather Neill on theatre in education; ETV previews and reviews; Robert Morris on a new programme on architecture.

Leaders, page 2; Personal column, page 4; Parliament, page 8; Sport, page 18; Buckley, page 80; Break, page 80; Mallis puzzle, page 80; Crossword, page 80.

Classified ad index 32

Jp 1 Cc 1:6

TIMES PAST THE TIMES
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Questions to answer

The education subcommittee of the Parliamentary Select Committee on Expenditure have until now set themselves fairly limited areas for inquiry. Now they have decided to go for the central mechanisms of planning and education policy, with an inquiry into "priorities and decision taking in the Department of Education and Science".

It is a welcome decision. Last summer's report of the OECD examiners (see *TES*, May 9 and June 13, 1975) raised questions of critical importance about the way the *DES* set about policy making. In the English system, the best way of publicly airing these issues is a parliamentary select committee inquiry.

The OECD criticisms, and DES answers to them, have given the committee plenty to go on. Many of the criticisms apply to planning systems across Whitehall. But the DES have been able to use their special position, of exercising considerable control over a notionally decentralized system, to brush off the kinds of fundamental questions about planning the shape and content of education spotlighted by the OECD.

Sir William Pile, the DES permanent secretary, had a point when, in answer to the OECD examiners, he suggested they had confused political and bureaucratic responsibility for policy making. But he completely failed to answer their challenge about, for example, the failure to find ways of stimulating demand for education among disadvantaged groups. His reply: "Manifest demand is the best guide for policy making" begged the whole question.

The select committee is unlikely to suppose that it is enough for bureaucrats in sensitive areas of social policy simply to apply quantitative measures to policy suggestions and respond to existing demand—they cannot resist the obligation to confront politicians and the public with the fullest possible analysis of the social implications of alternative policy options.

The OECD examiners pointed to many specific areas that might be examined by the sub-committee—the failure of the DES to make effective links with related policy areas and agencies (the planning of pre-school expansion is the most notorious example here) and their lukewarm attitude to research. But above all, the inquiry should be useful in exposing the results in educational policy-making of the secretive traditions of the British Civil Service.

Sir William's defence—based on "the inevitable confidentiality, not so much of the data itself, but of the economic and political background to policy formation"—is puzzling: most of the "confidential" economic and political background in Government discussions is freely available to careful readers of, say, the *Financial Times*. It does not by any means explain why successive Secretaries of State have been allowed to flout the Education Act by suppressing the Central Advisory Council and use such bodies as the Advisory Council on the Supply and Training of Teachers in a cavalier manner.

So the education sub-committee's investigation deserves to be taken seriously. In the end—as with most such exercises—its importance will lie, not with the final report and judgments of the handful of MPs who take part, but in the evidence they are able to expose in the course of their inquiry.

Cuts and the unions

The £6 a week limit on pay rises has the inevitable result of diverting trade union activity from salary issues which have ceased to be negotiable to others which still are. And in the case of the teachers, this means the impact of the cuts in educational standards which are likely to follow a standstill in educational spending.

The National Union of Teachers have always regarded the defence of the system as much part of their job as the pursuit of higher salaries, buoyed up by their own proprietary version of Mr Charles Wilson's observation about the coincidence of interest between the United States and General Motors. But alongside the quite genuine idealism which this happy solipsism conceals, there is also the undoubted fact that, for the first time since the end of the Second World War, spending cuts actually threaten teacher employment.

If the l.e.a.s which have begun to talk about shedding teachers or allowing pupil teacher ratios to rise, do their worst, they will have to contend with so extremely angry NUT and find the formidable battery of local sanctions developed by the union in recent years directed against them.

But this is not to say, as a proposal from the union's extra-metropolitan district would have it (page 3) that the NUT should take a decision not to cover for absences—repeating, in fact, on a national basis, the negative sanction which demoralized the London schools and put many pupils on to part-time two years ago. What would make much more sense would be to use the union's strength on a much more selective basis against particular authorities which refuse to budget adequately for education.

Ultimately, any action against education spending has to mobilize public opinion at the local level, because how the local cake is shared out is, in this instance, even more important than central government policy. A national policy of non-cooperation will simply add to the gloom which threatens to engulf the education system without doing anything material to help pupils or teachers through a difficult year.

Half term blues

Those of us who have been at work this week have become considerably [illegible] taking teachers, teachers' centres, [illegible] advisers—in fact all those flourishing grass roots. The reason? For much of the country this week is half-term, and children, teachers and administrators alike have been having a holiday.

Meanwhile Gloucestershire have announced that in order to save money in these difficult times, they are thinking of closing the schools for an extra week at Christmas—the most expensive time of year in terms of heating. The whole thing raises infinite possibilities. Why not extend half term for t. o weeks, or three, or move back t: c Christmas holidays to the end of November. In fact if half term were to be a week later . . .

Rather less frivolously, does not half term—particularly when, in most of the London area, it is arranged as a whole clear week—provide the ideal time for short courses, for curriculum planning, for meetings of departments or houses [illegible] difficulties, to update records, or to see parents. . . . The burden during normal school time of long meetings after a hard day and constant interruptions could be reduced. There would still be a refreshing break from normal teaching, a later start in the mornings, a long weekend. There would be a relaxed atmosphere for discussion and curriculum development. And the children would get the rest which many of them need in a hectic school term.

Certainly, if there is to be any suggestion that holidays are to be extended, it would be reasonable to use some of the additional non-teaching time for in-service training and related activities. Of course, if Burnham had a different remit, these things could be discussed—and bargained over—in a practical manner.

Conduct unbecoming

Frank Harris sets out his formula for a General Teachers' Council

The encouraging response to my recent call for the establishment of a General Teachers' Council with full professional control suggests that the debate should now be taken a stage further.

The report of the Weaver Committee, *A Teaching Council for England and Wales* (HMSO 1970) was never accepted by all the parties concerned. The National Union of Teachers, in particular, were critical of the proposal to create two separate bodies a teaching council and an advisory committee on the supply and training of teachers, as they believed that the functions of the latter should be undertaken by a subcommittee of the teaching council. The advisory committee have now been established, but few would disagree that they were stillborn and lack any real power. The committee have shown that they can be critical of the proposals put to them, and successive Secretaries of State have shown they can ignore advice.

How can teachers regard themselves as a profession when they lack the necessary powers to control the entry to and expulsion from their profession? Doctors, nurses and lawyers are just three professional groups who possess this statutory power. Teachers cannot exclude anyone from the profession; even a person found guilty of indecent conduct is expelled by the Secretary of State, using the powers granted to him by regulation 19 of the Schools Regulations 1959 (schedule II clause 4).

The country now faces the first major rundown in teacher supply since the war. Colleges of education training quotas have been drastically slashed. Many well-qualified and enthusiastic young teachers face unemployment and the signs are that matters will get worse. In such a grave crisis is it not time that the teaching profession took a long hard look at itself?

To be really professional we must set our own house in order and be given the power to do so. This means accepting that the profession has its misfits; the incompetent who do not measure up to the responsibility given to them. I am not talking about young probationers who have difficulties at the beginning; they should be given every possible support and encouragement through a proper induction scheme. Our concern should be about the minority of teachers who are lazy and incompetent and those who are guilty of unprofessional conduct.

At present, most teachers' associations have professional conduct committees who can hear complaints against their own members and, if necessary, expel them from membership, but there the matter stops.

A General Teachers' Council, on which members of the profession should be in the majority, should have several powers not possessed by the profession now. They should determine the standards of entry and be responsible for establishing a national register of suitably qualified teachers in place of the present list of those holding "qualified teacher" status conferred by the Department of Education and Science. Clearly the detailed day-to-day administration of the secretariat would be a matter for careful thought, but the principle is important—that teachers should exercise the control and be seen to be doing so.

The council should set up professional conduct committees who could be elected regionally by registered teachers serving in the region. Such committees could hear cases and make recommendations to the General Teachers' Council. These would be subject to the right of appeal by any registered teacher involved. It should also be possible for a registered teacher to bring a case to the attention of the council and an employer of a registered teacher could draw the attention of the council to any case, but there their responsibility would cease. They would prepare their evidence for the charge and present it in a prescribed manner, but they ought not to be judge, jury and prosecutor.

It follows that the General Teachers' Council should have the power to remove from the national register such persons as they deemed appropriate on the basis of agreed criteria and the recommendations from their regional professional conduct committees. None of this would be easy, but the t has to be grasped if the profe is to achieve real status in th of the community.

The composition of a Ge Teachers' Council has caused discussion. The Weaver report down in favour of representa organizations, with further me added on the nomination of Secretary of State. On the hand, Scotland adopted the election method for its council and, three years afte had been formed, strongly sup that the council should conti be elected by all registered te

The General Medical Counci an interesting blend of me some nominated by the Que the advice of the Privy Co some from training institutio some elected by the resident practitioners in the United Does the fact that this work well suggest a possible for a General Teachers' Certainly, if representation by teachers' organizations the always be arguments abou numbers from each and the tion of places to be allocat any case, many would argu this is not a union matter b professional one. Every regi member of the profession h paid his registration fee sho entitled to his democratic vo

The following formula, the might be worth considerati small number of nominations Secretary of State; a small n of places representing the o institutions; and the ma elected by registered teache regional constituencies a single transferable vote sys sibly administered by the El Reform Society.

The next stage is to get th chers' associations and the Se of State committed to a whole notion of a General Te Council with fresh eyes. Recri tions about who said what u us nowhere. York member of NUT will urge next Easter's conference at Scarborough a major step forward in the that this will not only lead fessional control but profe unity as well.

The author is a lecturer department of education, University.

Letters to the Editor

Dr Boyson: on a false historical trail

Sir,—Rhodes Boyson's remedies for trouble at Gradgrind Mill include removing an "unconnected mish-mash of world history", which "simply confuses" children, and replacing it with "early times and early civilizations", followed by "a firm base in British history," (*TES*, October 17).

It would be interesting to know the authority for his assertion, but, more important, could Boyson explain why his proposals take no account of recent work on the teaching and learning of history? His necessarily brief allusions to the subject seem to commend the traditional syllabus; dinosaurs and jolly stories in the primary school; more dinosaurs, Egyptians; then a solid bash up to the commanding heights of the Great Reform Bill at [illegible]. To argue for the traditional syllabus is to argue for political history, which Dr Boyson seems to think is the most important variety of history that can be taught.

It is inconceivable that the chairmen of the National Council for Educational Standards has not done his homework. Therefore he will know that Enquiry One (1968) and Booth (1967, 1969) suggested that the traditional curriculum and teaching methods were failing to teach many secondary modern and grammar school pupils anything they found worth knowing, except for examination purposes.

The work of Peel, Da Silva and others suggests that even a competently taught 16-year-old, of average intelligence or better, is not always psychologically mature enough to grasp political or constitutional abstractions in a useful way. The traditional syllabus abounds in such abstractions, while GCE examiners testify yearly on the miserable rubbish produced by pupils who do not know, or do not care, what they are writing about. An assertion by Dr Boyson that all such results are due to bad teaching, comprehensivization, etc, would be an insufficient response to the evidence, and could safely be ignored.

A "firm base in British history" implies, if anything, that a pupil should possess a body of knowledge. But any body of knowledge insufficiently comprehended cannot be deployed and used. Like the Pythonian parrot, "it is no more; it has ceased to be. It is a stiff".

Dr Boyson is welcome to enjoy the odours of decay, while those of us concerned with history in education are trying to find out what branches of the subject can still be taught effectively, and how best to do the job. Certainly there is a place for "traditional" history. A direct encounter with political or constitutional issues is rarely possible for the "ordinary" child, or adult, but he may obtain vicarious experience through books, or more directly by techniques such as those described excitingly by Fines and Verrier (*The Drama of History*, 1975) and others.

We are trying also to develop a rationale for teaching the subject in schools. Eric Midwinter has not been particularly sympathetic to history in his writings. Nevertheless he asks the crucial question: what *use* is any piece of school knowledge to a schoolchild? That question must be answered, or the most enthralling and truly educational of all subjects may cease to be a part of the general curriculum. Dr Boyson has prescribed no healthy remedy, just the same old sleeping pill.

Yours sincerely,
JOHN WILKES,
Lecturer in Education,
The New University of Ulster.

Sir,—Dr Rhodes Boyson clearly knows more than most about the Ashworth cotton enterprise, but such dogma and solutions-at-a-stroke as "About 100 texts in literature should be laid down" and "15 per cent of the week should be spent on English grammar" make one wonder why his professional autobiography was not called *Over-scribed*.

What research lies behind these assertions? Is there in fact a universally-accepted "core" of books suitable for any age? A Schools Council working paper asked that question years ago, and so far I have seen no response. My own brief researches in a multi-racial urban area produced no consensus—rather the opposite.

May I ask at what stage he wants us all to return to Gradgrind and M'Choakumchild's definition of a horse?

I. L. BAKER,
17 Milton Crescent,
Ilford, Essex.

More letters pages 16, 17

Schools bear brunt s council slash £2m

Mark Vaughan

cestershire County Council were rday expected to reduce all r services for next year by 4 cent in order to keep in line the Government's demand for standstill" in local authority ding.

ore than half of the total cuts £2m will be made in the education service: its budget will go n from £49.7m to £48.3m. Mr ick Milroy, chief education er said that while it was hoped cuts would be made without ing any teachers, some would e to be redeployed because of falling number of children in imary schools.

Yesterday's council meeting was certain to accept the recommendation from the policy and ources committee that the education service be reduced by three cent.

The opening of three new nursery s attached to infant schools will be postponed indefinitely. ther will be closed down and er rising lives will be taken into ent schools. There is a strong sibility that one small village imary school which has less than children on its roll will also be closed.

A plan to appoint extra nursery assistants has been scrapped. Spending on school furniture and supplies will be cut by £294,300 and the Christmas holidays are to be extended by one week to save £11,500 on heating and lighting in primary schools and £15,000 in secondary schools.

Postponing opening a 130-pupil ESN school in Tewkesbury will save £0,000, and cutting back furniture and equipment for school canteens will save nearly £15,000. Textured protein will be used instead of meat in some school meals.

Although the numbers of children in primary schools are falling, those in secondary schools will rise for the next few years, and this is giving the county a static school population.

Mr Milroy said the 47-page report to the council said that staff reductions would be done by natural wastage wherever possible. This policy should "be accompanied by curtailment of the service previously provided rather than by redundancies. It is therefore unlikely that the reductions will be fully effective from April, 1976."

Discussions have already started with the teacher unions on ways of redeploying teachers where primary school numbers are falling. Although the secondary school numbers are increasing, Mr Milroy said the authority may decide not to employ more teachers here to cope with the extra children. This would be another way of saving money, but he added it would undoubtedly mean a worsening of existing pupil-teacher ratios.

The education committee have not yet decided how to find the remaining £550,000-worth of cuts within the overall £1.4m reduction in the education service. Translated into teachers' salaries, it would mean reducing the teaching staff by 180 across the county.

Mr Milroy said his department was still looking at possible savings: "Certainly it won't mean 180 teaching staff on the streets next year. If you close a residential establishment, the staff become redundant, but, as we have already done this year, the authority can successfully absorb them elsewhere.

"These cuts will be done with the full consultation of all concerned and I hope that as a result we can implement them without making individual teachers redundant although some redeployment will be necessary.

"I believe the cuts are sufficiently moderate not to cause undue alarm among the teaching profession. Given the position the Government finds itself in, I think the education service is taking its fair share."

NUT plan 'no cover' blow

The National Union of Teachers will decide this weekend whether or not thousands of children should once again face the prospect of part-time education.

This evening the union's action committee will consider resolutions from NUT associations in the London area and in the North which call on teachers not to take colleagues' classes as a protest against the education cuts. If the action committee support the resolutions, the plan will go to the full NUT executive.

This week there were signs that the action committee would not ly approve the plan, but would also prepare an emergency report so that the executive can make a decision when they meet on Saturday.

And if the union does decide to go ahead, teachers in many parts of the country may refuse to take the classes of colleagues who are away for more than three days. They will also refuse to cover teaching posts which have been left unfilled.

Mr Fred Jarvis, general secretary of the NUT, told the *TES* this week that if the union did decide not to cover classes, it would not be treated as a blanket policy.

"We cannot hope to take action against all the education cuts and our main priority must be full teacher employment and good staffing standards", he said. "We want to bring home to parents the importance of class sizes and one way of forcing local authorities to maintain their pupil-teacher ratios is to introduce part-time schooling.

"But we don't want to penalize authorities that are doing their best to keep up standards. We would only take action in the worst-hit areas, where councils seem only too happy to cut back their teaching force and introduce compulsory transfers. And we would only operate a "no cover" policy in places where our members had asked for it. We would never send out directives which went against the wishes of local teachers."

Mr Jarvis said the NUT would be considering their full battery of sanctions to protest against the education cuts during the next few months. But he did not think that an all-out strike would be effective in the present circumstances.

But the policy not to cover classes has proved a powerful weapon in the past, although usually in the fight against low pay rather than against teacher unemployment. Rank and File, a radical group within the NUT, were the first to suggest using it to protest at the education cuts and the idea features in the election address of Mr David Picton, the Rank and File candidate for the NUT presidency.

But the Rank and File group are anathema to the NUT establishment, and Mr Jarvis was quick to deny that the group had inspired the idea.

Mr Max Morris, executive member for the extra-metropolitan NUT association, said he had backed the call for a no cover policy in his association and he would be proposing it at the action committee meeting. But Mr Morris, one of the most determined opponents of Rank and File, said he would make it very clear to the action committee that his association's proposal had nothing to do with Rank and File.

"They are nothing but an embarrassment to us and their pretended association with this proposal can do it nothing but damage", he said.

Mulley gets assurance on meals

Mr Fred Mulley, the Education Secretary, has been given an assurance by Leicestershire education authority that all children entitled to free school meals in Leicester will get them immediately.

Earlier this month the Child Poverty Action Group drew attention to the waiting lists of children wanting school meals and Mr Mulley asked his officers to investigate.

Mr Mulley told the CPAG that the contents of the report caused him "considerable concern".

In reply to a written question from Mr Tom Bradley, Labour MP for Leicester East, Mr Mulley said in the Commons that measures for dealing with the problem at two schools with "substantial" waiting lists were under urgent consideration by the l.e.a.

Hint of more cash for adult literacy drive

Strong hints that the Government are thinking of giving more money to fight adult illiteracy when the present £1m grant runs out were made by Lord Crowther-Hunt, Minister in charge of Higher Education, in London on Wednesday.

Speaking at a conference called by the National Committee for Adult Literacy, he said the Government expected to make an announcement shortly about the future of the literacy programme.

He was not promising there would be any more money, but he emphasized how impressed they had been by what had been achieved so far and how large the problem still was.

The Adult Literacy Resources Agency had already submitted an interim report to Mr Fred Mulley, the Education Secretary. They were asking for another £1m every year for the next three years. But they said human support rather than books and equipment should be the future priority.

"They believe that one full-time key appointment in each local authority area would greatly contribute, particularly if it was backed up by part-time staff engaged in training and supporting volunteer tutors in order to consolidate the progress which has already been made."

Lord Crowther-Hunt also called on employers to be more sympathetic to adults with reading difficulties. He had been appalled to hear that one employer had sacked a young man when he heard that the young man attended a class for illiterates.

He urged employers to give workers time off for literacy tuition and also to provide it discreetly on work premises. "It is rather sad that while the need to read and write is often aroused by experiences at work, industry in general has not been very active in this field."

White Paper says overseas aid must be selective

Britain's education aid to the more advanced developing countries is to be tapered off. More money will be given instead to the poorest countries.

A Government White Paper published on Wednesday—the first on overseas aid for eight years—says there is to be a change in emphasis towards a poverty-oriented approach to the problems of world development. It was announced by Mr Reg Prentice, now Minister for Overseas Development.

More than £35m of education aid is given to developing countries. The White Paper says this has not always produced the economic and social benefits expected.

"Its effects have been more to determine who should enjoy the benefits. The new education systems have greatly favoured urban populations and the children of middle and upper income groups."

Britain has to be selective about areas of education which could be helped best and "where a modest input will have a far-reaching effect.

"We can bring assistance to the development and reform of curricula, to the development of local examinations geared to local needs, to the employment of diverse media in education, and especially tape, film and radio, to the provision of books and, in a large number of countries still, the provision of teachers and, more important, teacher-trainers where there is a 'multiplier effect' of aid."

Places will continue to be offered in British universities and polytechnics to foreign students who need training and further education which is not available in their home countries.

A spokesman for the Ministry of Overseas Development said there would be no change in the number of students in Britain from developing countries—about 15,000 a year.

Work with immigrants

Twelve bursaries are to be allotted under the Community Relations Bursary Scheme, to enable people whose work brings them into contact with immigrant communities in Britain to visit the countries of origin of various ethnic groups.

Lancashire plan special units for disruptive pupils

Three experimental units for 63 children are to be set up in Lancashire. Disruptive pupils from secondary schools will be transferred to these district centres in Blackburn, Lancaster and Burnley.

Each unit will have three teachers and a staff-pupil ratio of 1:7. Two of the teachers will come from secondary schools in the area, and the third will be appointed by the county to head the unit.

Until now teachers in Lancashire have dealt with the 2 per cent of highly disruptive children in their own schools and the idea of setting up separate units is understood to have come from them.

Different districts are to try different methods of treatment: in Burnley the unit will be attached to a local school which for several years has run a rehabilitation unit for children under 13.

In Blackburn and Lancaster the units will be specially adapted and completely segregated from local schools. Most of the pupils are expected to come from the upper forms of secondary schools. They will be chosen by divisional education officers after talking with school staff, educational psychologists and advisers.

Lancashire is not the first education authority to try special units for disruptive children. The DES confirmed this week that there are experiments in Bristol, Bradford, parts of the West Riding, West Sussex, Northumbria, Reading, Ealing and the ILEA.

The ILEA this year increased their financial support for programmes for various alternative education units for children with behavioural and learning problems. Sanctuaries or withdrawal units for older children have been open since 1972.

There are also full-time nurture groups for younger children who attend them for a limited period. Each division also has an educational guidance unit where a pupil can spend as long as one or two terms before returning to school.

Oxford clash over BEd (hons)

Two rival groups of distinguished Oxford academics have issued fly-sheets taking opposite sides on the validation of an external honours Bachelor of Education degree by the university for Culham and Westminster colleges of education.

The intervention was announced in yesterday's *Oxford University Gazette*. It comes five days before the university's Congregation are to discuss a dispute between the Hebdomadal Council, who oppose validation, and the General Board of Faculties, who support it.

If the honours proposal is stopped it will amount to an announcement that Oxford intends to phase out external teacher training courses. Most universities now offer honours degrees to their colleges.

Among the 50 academics supporting a new honours degree are Lord Franks, Lord Redcliffe-Maud and the archdeacon of Oxford, Dr C. Witton-Davies. They say that the work of the colleges would be enlivened by a new honours degree. Among the 15 against the proposal are Sir Alan Bullock, Mr John Sparrow, warden of All Souls, Dr A. H. Halsey, director of social and administrative studies, and Mrs Mary Warnock, research fellow in philosophy at Lady Margaret Hall and chairman of the Government inquiry into the education of handicapped children and young people.

They say that the proposal would break the precedent of awarding honours degrees only to students taught in the colleges of the university.

Times Higher Education Supplement.

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School was 'pulling itself together'

There were signs that William Tyndale Junior School, in North London, was "pulling itself together", said a memorandum earlier this year from Dr Eric Briault, education officer of the Inner London Education Authority, according to counsel at the public inquiry which began this week into teaching and management at the school.

Last term managers were banned from the classrooms by the staff, most of whom went on strike in September when the ILEA began to inspect the school.

Mr Edward Davidson, counsel for the ILEA, told the inquiry that Dr Briault had advised in May that it would be "asking for trouble" to try to reorganize the school under a new head, as some of the managers wanted.

His opening statement lasted for nearly three days. The memorandum from Dr Briault to the chairman of the schools subcommittee, Mr Harvey Hinds, was among documents from which he quoted.

Mr Hinds, he said, met several of the managers from William Tyndale in March and February. One of them, Mrs Elisabeth Hoodless, had handed him a document "expressing substantial criticisms of the school and its running".

This spoke of the emergence of a "ghetto school" as parents who knew how to do so removed their children. Not only were standards in the junior school unacceptable but it was threatening the continued existence of the excellent infant and nursery school. "The existence of William Tyndale Junior School is a handicap to the cause of progressive education."

The document discussed closure of the school but favoured, instead, reorganization as a junior mixed and infant school. Reorganization along these lines is part of ILEA's overall policy, but when asked for his views on the proposal, Dr Briault had written in his memorandum in May that it was not an appropriate time, "It would create a precedent to consider reorganization with two heads in post."

Generally this is considered when one or other heads of separate infant and junior schools leaves. "We may have to come to this where rolls are falling rapidly, but to do it for the first time in a situation such as exists at William Tyndale would be asking for trouble."

A report in March from Mr Don Rice, the district inspector, showed there were "signs that the junior school is making an effort to pull itself together", Dr Briault's memorandum said.

Mr Davidson read this report to the inquiry. Under the heading *Reading*, Mr Rice had found that eight of the 46 children due to transfer to secondary schools that year had reading ages of less than nine according to the Neale test of verbal ability.

In the third year all but four showed progress commensurate with their ages though standards were "generally low" in the first and second years. "Many of the average or above average children in these two years have left".

Visiting the school unannounced at 9.45 am Mr Rice had found four of the eight classes engaged in reading.

In mathematics, there was "little evidence of a clear development of skills through the school. Greater coordination and the setting of objectives is needed."

The school was particularly concerned with children's social well being and many visits to local parks and centres of interest were arranged. There was, however, "little evidence that visits are developed in school to provide an academic framework."

Mr Rice found little coordinated effort in art or music though he did mention that a group of West Indian boys with "behavioural problems" had been involved in a steel band.

The second and third years were team taught. "The headmaster admits that this has not proved successful as there has been too little structure involved in the curriculum and the children have been left to their own devices.

"Some lack of organization and educational objectives has caused behaviour problems which, in turn, have caused adverse criticism of the school.

"With the smaller numbers and the very generous staffing ratio there is now much greater control and a quieter atmosphere throughout the school."

Mr Davidson gave an account of the events leading up to the managers' approaches to Mr Hinds. When Mr Terry Ellis had taken over as head at the school in January 1974 he encountered difficulties over staffing and equipment.

Mr Davidson said: "There does appear to have been some degree of parental concern about the school of which, I understand, Mr Ellis became aware on or shortly after his arrival."

Mrs Dolly Walker, a part-time teacher who has now left the school, disagreed with Mr Ellis's methods. "She held traditional or very traditional views on education, particularly in regard to discipline and formalised learning techniques."

In May 1974 she pinned a notice in the staffroom saying that the school suffered from a "malaise", the result of "blindly held, half-baked theories regarding education and children."

"A basic error here is that you regard children who are naughty as though they are psychological cases." Mr Ellis's philosophy was that literacy was of doubtful value, "you can become a wealthy and successful scrap metal merchant without it."

"My contention", wrote Mrs Walker, "is that free activity methods are being seriously abused in this school." Children were being seduced into behaving in ways detrimental to them, both in their learning and in producing anti-social behaviour. "They are growing up ignorant, selfish, rude, lazy, effete."

The fault for this was constantly placed on their home backgrounds but it was almost entirely due to the school atmosphere. "Terry Ellis is the biggest buck-passer I have ever met."

At a parents meeting in July of last year another document, *A criticism of the free choice method of education based on total children's rights as at William Tyndale school* was circulated. Mr Davidson said it had been written wholly or in part by Mrs Walker.

This document claimed that free choice methods were not suitable for backward or disadvantaged children. They failed to provide a good learning environment or steady working habits and the lack of competition meant no stimulus for achievement. It spoke of a fallacy that choosing to learn led to learning to choose.

Mrs Walker interrupted Mr Davidson several times to protest that she was not a traditionalist and that the paper pinned up in the staffroom had been for the eyes of the staff alone.

Unlike the teachers, managers and the ILEA, Mrs Walker was not represented by counsel at the inquiry. Mr Auld advised her that she would have every opportunity to give her view of events.

The inquiry heard from Mr Davidson that in June 1974 the teachers were complaining of a "widespread and vicious campaign of political rumour and innuendo" against them from some of the managers, a part-time member of staff and others organizing parental opposition.

He read a statement from most of the staff to the North London Teachers Association complaining of allegations that some of them were politically indoctrinating children, that their professional competence was impugned and of a campaign to remove some of the staff on the grounds of "political unacceptability".

Mr Davidson said that two parents would say that Mrs Walker had approached them and ascribed particular political views to Mr. Brian Haddow, one of the teachers. One would say he had been described as Trotskyist, the other that he had been called an anarchist.

Mr Davidson also read a letter from the staff to the managers asking them to counter the "politically motivated campaign of harassment". The managers had responded by issuing a statement supporting both infant and junior schools in their aim to develop the full potential of all children.

To most of the junior staff, however, this had been only a partial solution. They complained that no efforts had been made to counteract political rumours and innuendo against them. No action had been taken against Mrs Walker. Confidence in the school had been destroyed "as much by political scaremongering as by claims of incompetence".

After the meetings in February and March between Mr Hinds and the managers when the "ghetto school" warning was produced, an unsigned petition had been produced at a managers' Mr Roblo Mabey, who appointed by Islington Council.

This called on the ILEA ortion at the school which was deteriorating. The was later presented to the with 198 signatures.

Evidence would be that 45 of those signatures managers and governors in the area. "It will be that not one of the sign that of a parent at the

After a summary of the logy of events, Mr Davidson ILEA might be accused too little and too late. His sion would be that, from the authority decided to they had acted "promp sively and wisely".

● The inquiry adjourned of Mr Davidson's introd Wednesday afternoon so the parties could collect and the many documents to will resume on Tuesday One of the matters to be during the adjournment disclosure of all relevant in the hands of all parties ILEA fear this might pre subsequent disciplinary

Tyndale inquiry opens

Bob Doe reports on the first three days of the ILEA's inquiry into the running of a London school

The inquiry opened on Monday to the surprise announcement that its independent chairman, Mr Robin Auld QC (above) would be conducting it alone.

Of the four ILEA Education Committee members due to sit with him, two had had to withdraw and two others, it was said, would sit with him in a purely advisory capacity.

Mr Auld, who has previously chaired teachers' disciplinary tribunals for the authority, explained that he was completely independent of the ILEA. Though he would be advised by the two ILEA members, Mrs Dora Loftus, an experienced school governor, and Mr George Carter, head of Isaac Newton Comprehensive, North Kensington, he alone would bear responsibility for his report.

His job, he said, was to establish the facts about what had happened at the school on the basis of the evidence presented to him by any interested parties. It was not up to him to make recommendations about what should happen thereafter.

The managers, the seven teachers who went on strike, the deputy head, who did not strike, and the infants teachers are all separately represented by counsel paid for by the ILEA. The inquiry is expected to continue for several weeks.

'Triumph fo witch-hunte

Before the inquiry ope Monday, Mr Terry Ellis six colleagues issued a which is part of their sion to the inquiry, in wh said, "to correct some d accurate observations m William Tyndale Junior S

In the statement they argue that they "ought have been subjected inquiry". There was "is fact at no time any cov cial concern about W dale Junior School. tional difficulties w doubt, now be identif result and not the cause paign which has be inquiry about".

The school was "no no worse than most others London".

The teachers maintain th tical campaign has be against them.

"In all these circums would have been astonish roll at the school had not fall. Many parents are assume that there is no smo out fire, and to send their to other schools, just in case anything in the allegations which they have heard.

"We are using words when we call this affair hunt. It has compelled us stence, to make public the not one of us belongs to or ciated with any political group.

"It is a minor triumph fo witch hunters and a matter of for our society that anybody be compelled in this way to their professional competence integrity by declaring their position."

PERSONAL COLUMN

John Vaizey

But who was this Tyndale?

Somebody should have warned me that as soon as I took my eye off the place it would fall to pieces. Who would have thought that my finger in the dyke was all that stood between Australia and fiscal ruin? I promise not to stop watching Britain for a single moment.

* * *

People must be sick and tired of reading about William Tyndale—except that nobody mentioned who he was. It is actually highly rele- [illegible] that has been given his name. Tyndale was a translator of the Bible—one of the two biggest sources of the King James's version—who was burned for his faith in 1536, aged 52, in the Spanish Netherlands. He shared the view of all the great Reformers that for men to be saved, they had to be able to read the Truth in their own tongue, and he gave his life for his faith.

Leaving the peculiar circumstances of the William Tyndale school on one side, some of the new Reformers about these days have an ambition which is far less noble and which is turning into a crazy parody of Tyndale's faith. Where he wanted literacy, they create illiteracy; where they want the state to pay for their self-indulgent and slack antics, he went to the stake after doing a phenomenal amount of hard work.

This sort of point is easy enough to make, perhaps; it smacks a little of the debating point. But I believe it is valid. What is at issue is the basic attitude of the Reformers of the Reformation, and the Deformers of the Deformation, towards people.

The Reformers held literacy in high esteem because they thought that men were responsible for their own destiny and must have the [illegible] arrive at the Truth. The Deformers hold a different point of view—that children should express themselves in their social context, specifically in order to take part in the social struggle which their class position limits them to. This is a more restricted objective than that of the Reformers, and it involves a significant diminution, rather than an increase, in working-class literacy as a consequence.

* * *

In *The Sunday Telegraph*, Peregrine Worsthorne, drew a most illuminating parallel between the attempts by some "committed" teachers, like Chris Searle, to "raise working-class consciousness", in leading the children to write what can only be supposed to be tendentious drivel about the Shrewsbury martyrs, and the failure of parallel upper class schools to encourage their pupils to write such stuff, from the opposite point of view of course. One might also add the failure of the suburban schools to encourage their pupils to write bourgeois propaganda.

It is not now, and never has been, the primary purpose of our education system to indoctrinate children in political or class beliefs. It is certainly true that the "hidden curriculum" may have such effects, though the evidence is less clear. There must frequently be a far more complex relationship between the hidden curriculum and local beliefs and attitudes than is ever discovered in research. The point is, however, that there is all the difference in the world between openly seeking to do something and a more subtle and unconscious form of indoctrination.

What is at issue is what you can be blamed or praised for—unconscious motivations are really not evidence. Thus there can be argument about the place of religion in denominational schools, but a Roman Catholic cannot be penalized because, unconsciously, he conveys an impression of his beliefs. The first is open to argument. The second is McCarthyism—because it is blaming somebody for being what he is, not what he consciously does.

* * *

The real difficulty for me in all this fuss is that the victims are ordinary parents and teachers. The issue of professional freedom is an important one. Teachers must be free to teach what they think, as they want to. But, in turn, they must accept ordinary professional obligations. First, they must equip the children with skills no less than their parents would have acquired by earlier methods—notably literacy and numeracy—and, next, they must make sure that the parents (or the students) are aware of just what is being done.

I would have thought that, just as legal grounds exist for you to sue a doctor who cuts off the wrong so legal grounds exist for parents bring actions against incompetent teachers. A swimming instructor regularly drowns his charges primary teacher who allows children to go up to the next unable to read or write or seem to me equally liable. usually working-class parents suffer. The process in a class area would have raised difficulty, I would guess.

* * *

The Communist Party of Gr Britain—that is, the Soviet oriented group—are a most body; old-fashioned, with standard For years they have formed a ful bloc in the National Union Teachers and supported good educational reform. They are deeply distressed that the teachers, often led by defectors their ranks, have abandoned nized standards, especially in comprehensive schools. The of abandoning recognized stand are, of course, "ordinary" child I share the concern of the more these children, and the more of the reformist groups, the am convinced that the children lost on their list of priorities own arrogant self-indulged are what are at issue. The were never self-indulgent.

Unions row over poly report

Stephen Cohen

fidential report on the findof a tribunal of inquiry into es at South Bank Polytechnic, on, is being used in an inter battle.

report criticizes the local of the Association of ers in Technical Institutions ndering "a grave disservice" polytechnic. The ATTI had ted a strike at the polytech then pressed for the tribunal heard 13 allegations against ing head of business studies, lian Geach.

a part of one of the 13 com s was upheld by the tribunal; st were dismissed.

tiny Association of Polytech Teachers have seized on the ism of the ATTI and are ing a publicity battle to discredit larger organization. The APT, 3,000 members, are trying to a seat at the Burnham negotiat table to separate polytechnic scales from those in other fur education colleges.

he ATTI, with 54,000 members, sole bargaining rights for technic staff.

he tribunal, headed by Mr Leo les, QC, was set up last year a one-week strike by more 60 lecturers. Mrs Geach was ended from November, 1974, to ch, 1975, on full pay while com nts were heard. The report was ented to the polytechnic rnors in April. They have not a decision yet whether to se it.

he APT say that their aim now get the report published so Mrs Geach can be seen to have almost totally exonerated. But Dr Tony Pointon, APT publicity officer, said this week that publicity would also do his association a service.

He said the ATTI had been putting pressure on the polytechnic to suppress the report.

A spokesman for the ATTI said the appropriate official was not available for comment. The ATTI have, however, issued denials of newspaper reports that the trouble had been stirred up by a hard core of Marxists. No mention of any political party organization appears in the tribunal's findings.

The tribunal's report says there was little indication that the branch of the ATTI had any corporate desire to serve the polytechnic and "although it was not representative of all members of staff, it was guided to the view that the acceptance of its demands and nothing less should be the price of normal working in the department.

"This to our mind constitutes a grave disservice to the polytechnic and to the members of the branch.

"It is our firm conviction that in an educational institution, the local branch of a national union can substantially aid its well-being. When its affairs are conducted in a fair and responsible manner, it can make a vital contribution to the general benefit not only of its members but of the institution as a whole. This frequently happens elsewhere."

The report severely criticizes the local ATTI branch and "vociferous, determined and influential members" who, it is said, wielded substantial influence over the branch and were determined to defy the authority of Mrs Geach and impose their view on her.

The report says attempts were made to alter affairs through union resolutions rather than through the normal approaches to those in authority and that this had the most "unfortunate consequences".

There was a considerable body of evidence to the effect that from a very early stage there was an implacable determination to achieve the removal of Mrs Geach.

The tribunal then goes on to make a further recommendation that "urgent consideration should be given to encourage actively" the transfer of two of Mrs Geach's principal opponents, "to other positions within the institution, should these exist, or, if they do not, then elsewhere".

Mrs Geach was reinstated this term although her old job of acting head of department was abolished while she was suspended. She is now the department's course director. But she, and the APT, are worried that the ATTI might use the closed-shop legislation now going through Parliament to get rid of her.

"To have a closed shop in institutions of education is so frightening," she said this week.

And Dr Pointon said if there had been a closed shop operating at the poly at the time of the unrest, the ATTI "would have been judge and jury in this case. There would have been no need for a tribunal."

If the proposed legislation enters the statute book, unions would be able to sack teachers for not conforming to union policy, Dr Pointon said.

ree buses to go—official

Details of a confidential consultative paper on school transport, reported in last week's *TES*, have now been published by Mr Mulley, the Education Secretary.

Answering a written question from Mr Tom Ellis, MP for Wrexham, Mr Mulley said in the Commons that the new proposals on school transport would abolish the statutory walking distances of two miles for children up to eight years, and three miles for older children. They would allow l.e.a.s to charge transport to and from school "wherever in their view circumstances or needs warranted it a uniform charge". They would also provide for remission of charges in cases of hardship or rap.

Expenditure on school transport increasing at an annual rate of to 25 per cent and is expected reach £75m this financial year.

2 turn down llocations

ate the l.e.a.s of Avon, Brom Croydon, Cumbria, Ealing, mpshire, Isles of Scilly, Nor berland, Redbridge, Salop, afford and Wiltshire have relin shed the whole of their nursery cation building allocations for -76, said Mr Mulley, in a Com written reply.

The authorities of Bolton, ckinghamshire, Cambridgeshire, mbria, Derbyshire, Havering, Lancashire, Leicestershire, shire, Somerset, Suffolk and have relinquished part their allocations.

For 1976-77 Cumbria, Leicester e, Redbridge and Wiltshire have they will take up none of their ations. Derbyshire will only part of theirs. No l.e.a. has med the DES of a decision not use new nursery education ommodation because of staffing s but employment of staff is individual authorities.

None has notified a decision to existing accommodation ch would make nursery teachers nursery nurses redundant.

ree milk would st £13.5m more

would cost l.e.a.s an extra £13.5m year to provide free school milk all pupils aged seven to 11 in gland and Wales, said Mr Mulley a written reply.

rest, grant debate, page 8

L.e.a. not to sack teacher

A young teacher who publicly criticised discipline standards at his comprehensive school is not to be sacked by his education authority.

Mr Roger Hiskey, a history teacher at Swanley School, Kent, was taken before a disciplinary committee last week after complaining twice to local newspapers about the way pupils at his school were allowed to behave.

But members of Kent Education Committee, who heard Mr Hiskey's case, have decided that he should be allowed to resign from his post at Swanley school. They have promised to find him a job at another school.

The governors of Swanley School recommended that Mr Hiskey be sacked after he told the press that pupils were not set proper standards of behaviour and that teachers who tried to discipline children were given little or no support by senior members of staff.

Other teachers refused to support Mr Hiskey's allegations, but at the disciplinary hearing Mr Hiskey, it is understood, called two of the school governors to give background information on his behalf.

The hearing it is believed, concentrated on Mr Hiskey's refusal to obey an order from the school governors not to go to the press rather than on the state of affairs as Swanley. The decision not to sack him cannot therefore, be seen as a criticism of the way in which Swanley School is run.

Some members of Kent Education Committee are, however, said to think that Mr Hiskey's complaints were too serious to be ignored, and that further inquiries should be made.

Kent authority have spent the best part of a week deciding how to word their statement on the result of the disciplinary hearing and all parties to the dispute have now agreed not to say anything about it.

Mr Hiskey would only say this week that he had been "treated with great fairness".

Mr Alistair Lowton, chairman of Kent Education Committee, said that in general disciplinary hearings by education subcommittees provided a useful "half way house".

"Disciplinary hearings provided an opportunity for difficulties to be discussed seriously yet informally. In some instances—and I am talking very generally—they also give an education authority the chance to stamp their own views on certain policy matters.

"Ultimately teachers must always have the right to take action in a court of law, but a disciplinary hearing makes it possible to discuss things less publicly."

Wanted: pre-school centres

An appeal for multi-purpose neighbourhood centres which would provide care and education for the under-fives is made this week by Dr Mia Kellmer Pringle, director of the National Children's Bureau. Writing in the autumn edition of *Concern*, the bureau's journal, she says: "The present artificial distinction between pre-school care and education is socially divisive and educationally unwarranted".

Flexibility and community involvement, particularly by parents, would be the main advantages of such centres, she says. If they could be open between 8 am and 7 pm, mothers would find it much easier to take part and would be less isolated. Longer opening hours would also enable fathers to take a more active interest in their children.

Dr Pringle warns that close links between the education, social, medical, and psychological services would be essential.

Next week

Museums and Society

Clive Ashwin looks at the ideological crisis at present facing art museums; Norman Rea on sex education; Nicholas Otty on children making their own books; Godfrey Brown on politics and education in China.

Books: Max Morris on teachers in America; Hilary Rose on social policy; Stuart Trickey on assessment.

Extra: Furniture and equipment review.

Clash over free speech starts college rumpus

Allegations of misleading accounts, wrongful interference with student union fees, and paternalism, were made against the Fircroft College authorities during the DES inquiry into the college's affairs this week.

The inquiry was set up by Mr Fred Mulley, Secretary of State for Education, after a dispute between the 54 students and the college principal had resulted in the college being closed.

Fircroft College, Birmingham, is one of six long-term residential adult education colleges. It was started in 1909 by the Cadbury chocolate family and its buildings are still owned by the family and leased to the Fircroft Trust. The present chairman of the trust is Mr Christopher Cadbury.

Witnesses at the inquiry said the dispute arose out of a growing conflict between the paternalist tradition of the authorities and the demand by the students, most of them trade unionists, for a greater say in running the college.

It was sparked off by a minor disagreement over freedom of speech at a college meeting in March. Mr Tony Corfield, the principal, was then banned from the college by the students. Tutors and students continued with their own education programme until Mr Cadbury decided to close the college temporarily.

Mr William Lawrence, the student union president, told the inquiry: "We were regarded as little boys with a chance of further education who should be grateful for it by staying good little boys and not airing our views."

It was not intended that the new education programme they had demanded should be solely under student control.

Mr Trevor Blackwell, a Fircroft tutor, alleged that the college had "misappropriated" public funds by giving a misleading picture of the college's finances.

In written evidence the tutors claim that the college tried to change a gift of £5,000 to a loan, which would present a less rosy picture to the DES.

The DES and local authorities pay about 90 per cent of the college's expenses. The tutors claim that a letter from the Fircroft Trust secretary suggested that if the grant were not changed to a loan the DES might try to reduce their contribution.

The tutors recommend that the college should be taken out of the hands of the trust and be administered wholly by the DES or local authorities—a recommendation also made by the National Union of Students in their evidence on Wednesday.

The tutors and the NUS also accused the college authorities of wrongfully keeping part control over the £15 fee paid by local authorities on behalf of each student for social activities. In written evidence the NUS reproduced a DES letter recommending that students should have full control over the spending of these fees.

Mr Christopher Cadbury said that he and Mr Corfield had spoken out in favour of students having this control.

There had been a personality and ideological conflict at Fircroft between governors, tutors and students. The lack of faith between the tutors and the principal had meant irreconcilable differences.

Denying earlier allegations that the governors had reacted too slowly, Mr Cadbury said the students had first asked for the principal to be excluded from the education programme, but by July they were demanding things of a much more revolutionary nature. Many of these were not negotiable.

The three-man committee of inquiry, chaired by Mr Andrew Leggatt, QC, was due to complete taking evidence yesterday.

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Buy, buy, teachers: top of the spending league

Teachers and their families were going in for colour televisions, waste disposal units, and dishwashers in a big way even before the Houghton award, according to the latest *Family Expenditure Survey*.

Between 1973 and 1974, the figures show, spending by teachers' families rose by more than 25 per cent. In one year their average weekly spending increased from £47.91 to £60.50. This removed them from the company of manual workers (the group with the closest spending pattern in 1973) and brought them alongside professional and technical workers.

The most dramatic increase in their spending was on consumer durables. In 1974 they spent just short of £8 a week on them—more than any other group, including administrators and managers, the biggest total spenders.

The figures are based on a survey of households, and part of the change may be explained by the fact that a larger sample was used in 1974. But the average size and composition of teachers' households was almost exactly the same in both years.

The amount a teacher spent on housing rose from £7.01 to £8.44 a week, though the proportion of teachers owning or buying their own homes dropped from 80 per cent to 76 per cent.

Spending on fuel, light and power rose from £2.21 to £2.98, on food from £10.04 to £11.19, alcohol and tobacco from £2.01 to £2.91, clothing and footwear from £3.78 to £4.72, transport and vehicles from £8.89 to £10.36, and on services from £5.55 to £6.65.

In 1974 the most common weekly income of teachers' families was between £80 and £100, though 16 per cent had incomes of more than £120 a week.

The figures also show that families living in the country spent three times as much on education as those living in cities like Birmingham and Manchester.

Not counting school meals, transport, and uniforms, the main educational items which families pay for out of their own pockets are fees at direct grant and independent schools and contributions to student grants. But average weekly spending on them varies considerably.

Families in rural areas spend an average of 47p a week, compared with only 16p in provincial conurbations. Those in Greater London spend 36p and those in smaller towns 29p.

But only households with average earnings of more than £6,000 a year spend a significant amount on education. All households earning up to £80 a week spend under 20p on average. Those earning between £80 and £100 spend 40p; those between £100 and £120 spend 80p; but those over £120 spend £2.83.

Family Expenditure Survey 1974. HMSO. £3.50.

Ombudsman to look at jobs row

Plaid Cymru are to call in the local government Ombudsman for Wales to investigate education appointments allegedly made unlawfully in the Gelligaer area of mid-Glamorgan. Representatives of Plaid Cymru and other non-Labour members walked out in protest from Tuesday's meeting of the mid-Clamorgan county education committee.

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TV could be more useful to handicapped

Educational Television could be made much more useful to slow learning and handicapped children without diminishing its value for average children, says a report published this week by the Independent Broadcasting Authority.

Mr Roy Edwards, head of compensatory education at Dartmouth High School, West Bromwich, sent questionnaires to 122 schools with slow learning children and special schools for children of varying handicap. Replies showed, he says, that "with active teacher participation television can be a very useful medium with many handicapped children".

Teachers of handicapped children are "clearly keen" to make better use of television in schools but they meet many difficulties.

Mr Edwards suggests "an anthology of good practice" for teachers and ways in which professional broadcasters could make programmes more relevant to special schools.

"Perhaps the best solution for teachers would be to supplement what is most useful from the BBC and ITV output with locally made, closed circuit programmes on cassetta tapes for individual handicaps or areas of handicap." Much advantage could also be gained from using videotape recorders to ease timetabling problems and permit more repeats of programmes.

Television producers could help by providing more detailed synopses of programmes, making camera work "fractionally slower" to allow children to explore the object or scene; including more recapitulation and by "discreetly" introducing more handicapped children and adults into programmes to give "a psychological fillip".

Fool's Lantern or Aladdin's Lamp?: The use of Educational Television with Slow Learning and Handicapped Children. By Roy Edwards. Published by the Independent Broadcasting Authority, 70 Brompton Road, London SW3 1EY.

Call to action over reading

A demand for immediate Government action to improve reading standards in schools was made at the National Council of Women's annual conference at Buxton, Derbyshire, last week.

Mrs Sheila Penney, a former university lecturer and teacher, said there were believed to be more than two million adult illiterates in Britain. "It is a difficult time to ask local authorities to embark on further expenditure; and only the vital necessity of employing more remedial teachers can justify it".

Action should include early screening in junior schools to prevent cumulative reading failure and to guarantee individual diagnosis. Every l.e.a. should have a reading clinic and a remedial centre, where expert medical, psychological and teaching help could be obtained.

Mrs Penney, who is chairman of the council's education committee, said that since reading was a major strategy for learning, it should be the responsibility of every teacher to develop it.

Dr Margaret Adams, Association of Headmistresses, said it was essential to have the cooperation of parents in developing reading.

Through a resolution based on recommendations in the Bullock report, the conference called for steps to develop language ability of pre-school, nursery and infant school children and for schools to devise policies to develop reading competence.

Subscription rates

The new inland and foreign subscription rates for *The Times Educational Supplement* and *The Times Educational Supplement, Scotland* are:

Three months: £3.90
Six months: £7.80
One year: £15.60

Prices include postage. Airmail rates by application to the Subscription Manager.

Primaries may be going too far, too fast

Anxiety among teachers, parents and "the more serious sections of the press" about teaching methods in primary schools has led to nine months of heart-searching by members of a panel appointed by West Sussex Education Committee.

They have met on average once a fortnight since a discussion in October last year which arose from a paper prepared by one of their number, Mr Henry Brinton. They have visited 18 schools in West Sussex.

Their critical report, which contains an analysis of national trends as well as a summary of practice in the county, was published last week and is to be discussed at a special meeting in the County Hall, Chichester, on Monday. The education committee will hear the views of teachers' representatives beforehand.

In a personal statement this week Mr Roy Potter, director of education for West Sussex, emphasizes that the section on national trends does not apply specifically to schools in the county. "This qualification seems to have been overlooked in some comments."

The purpose of the section was "to summarize, as interested laymen with a special responsibility for education, what seem to be the main areas of development in primary education which give rise to questions and uncertainties in the minds of many parents and sections of the public".

The section welcomes many innovations. "Nevertheless", it says, "we must guard against the possibility that a laudable enthusiasm might cause a revolution which, while it may be healthy in itself, goes so far and so fast that it overreaches itself".

Recent trends singled out for criticism are a tendency to ignore innate ability, discouragement of competition and the decline of "direct" teaching and learning as learning tables by heart.

"There is evidence to sug alternative methods have duced better results. "In schools a visitor might be for thinking that he had into a factory for making tions."

Lack of coordination primary and secondary also criticized. The Bullock suggestion that the teaching ing should be tailored to children is considered too counties should have a reading, make frequent progress and supply enough dial teachers.

Though critical of some in their own county, the were "deeply impressed dedication, patience and shown by teachers and he

Commenting on the Potter says: "It has been source of pleasure and to see the way in which combining an emphasis ficiency in the basic skills ing, writing and number w a wide range of other

Among recommendations future practice in West Sussex report calls for some in class work, particularly the later years at primary There is a place, it says, tive work. It can help th learn basic skills, "but never take priority over th ling of those skills".

A committee of heads and advisers should review of primary education and ata schools' curriculums.

They should start by existing work on methods ing mathematics and reading, language development science, and they should methods of assessment dual tests to establish schools are successful basic skills.

The report is concern entry standards for stude ing to teach language and matics are not higher and ing is not sufficiently prof

Dons hold secret talks to fix tactics for pay dispute

University dons meet tomorrow to decide what to do about the £312 offer the Government have made in response to a 20 per cent cost-of-living claim.

The Association of University Teachers have called an emergency meeting of their executive council to discuss the dispute with Mr Fred Mulley, the Education Secretary.

The meeting will be private. Mr Laurie Sapper, AUT general secretary, said: "We'll be discussing tactics, and I'm not having the DES read all about my tactics."

Last May the AUT's long-standing pay claim was settled by arbitrators who awarded a two-tier increase: a 21 per cent rise, payable from this month and a cost-of-living rise from October 1974 to October 1975, the amount to be determined towards the end of the period.

Lord Crowther-Hunt, minister in charge of higher education promised the association in May that the cost-of-living rise would be at least 20 per cent. But he added the proviso that it would be subject to whatever Government pay policy was in force at the time.

When the AUT tried to start talks with the Government on the value of the second-tier rise they were met with a blank silence for seven weeks until August 1, the day the £6 a week pay limit c effect.

The association then claim a specific paragraph of the Paper, "Attack on In exempted arbitrators' award the limit, provided refere made to arbitration before White Paper was published.

The Government counte by stating that the arb award only referred to the tier rise.

"We said that the cost is included," Mr Sapper said said it isn't. So we went the arbitrators to ask the they meant."

They have told the AUT although they agree that a living increase should be paid were not asked to determine much it should be.

Tomorrow's meeting will d whether to accept the £312 in a number of reservation undertakings from the Govern Lecturers want a recogni the DES that they would a lot more money if there pay policy in force.

Many university dons think have been cheated but will money and live to fight an But there is a group which to throw the offer back Government and carry on the A third group, wary of drawn-out negotiations and cated twists to the story take the cash and shut up.

Liaison in London welcomed

The Inner London Education Authority should encourage the formation of education advisory committees in each borough, Mr Robert Vigars, leader of the opposition, said last week.

"There are many advantages to be gained by greater cooperation with Inner London borough councils, particularly with regard to provision of nursery facilities for the under fives, liaison between welfare and social services and planning sites in primary and sec reorganization," he said.

Mr Vigars welcomed the in shown by the boroughs of and Kensington and Chelsea had already set up such Sir Ashley Bramall, leader of Labour-controlled ILEA, had in an "arrogant" manner by his officers not to cooperate.

Bramall letter, page 16

Lonsdale School dance band rehearsing for their performance at the Schools Prom, which will take place next Tuesday at the Royal Albert Hall. Twelve ensembles drawn from the recent National Festival of Music for Youth, which the TES sponsors and the Association of Musical Instrument Industries presents, will take part in the event.

New training grants bring hope to young jobless

by Philip Venning

New measures and recommendations which could give jobs or job training to thousands of unemployed young people were announced by different organizations last week.

The most far reaching measures came from the Road Transport Industry Training Board who said that they would be giving a £4m grant to train up to 3,000 unemployed young people. This is on top of grants to 1,350 apprentices which they have made since July.

The new grants will be given to employers who take on extra apprentices at their own premises. Another scheme will encourage road transport firms to take advantage of off-the-job training.

These measures are aimed at making up the expected shortages in road transport training this year. Earlier this year the board estimated that 12,000 apprentices would be needed—but individual firms are planning to take on only 7,500.

The Countryside Commission is taking measures to help the jobless. Last Friday it announced that it would be giving £150,000 over the next 18 months for jobs on countryside improvement projects. The money will supplement grants made by the Manpower Services Commission as part of the jobs creation programme.

The work is likely to include clearing footpaths, building stiles and footbridges, and planting trees.

Meanwhile in North Wales, Mr Ray German, who was dismissed last December as head of Alun comprehensive school, Mold, is hoping to set up a small work creation scheme and will be submitting an application for one of the MSC's grants. He aims to employ about 15 people on decorating houses, repairing domestic equipment, and growing food.

On Monday the Distributive Industry Training Board announced special premium grants, worth £1,000 each, to help shops, wholesalers and mail order firms to recruit unemployed school leavers. A total of £3m has been set aside for this purpose. Firms will only qualify if they give their new entrants planned training and day or block release.

In a background paper being circulated among members, the National Association of Youth and Community Education Officers has called on l.e.a.s to cut overtime to make jobs for school leavers. The London borough of Hillingdon had created 38 jobs by doing so.

Education departments spent most money but employed proportionately the smallest number of young people. They should try to take on more, it said.

On Friday Mr Ernest Armstrong, former junior education minister now at the Department of the Environment, said that schools should welcome vocational studies. Addressing a conference on unemployed young people, organized by the North of England Development Council, he said that there should be closer links between schools and further education colleges. Higher and further education colleges should not give up low level and non-exam courses.

"For far too long we have lavished resources on those who have access to higher education very much at the expense of those who have been shunted into adult life at 15 and 16." Those who had had the lion's share in the past would have to do with less to ensure justice for the 16 to 18s.

Mr Brian Jenkins, personnel director of ICI, told the conference that the educational system was producing children that industry did not want.

"Maybe most of the fault lies with industry. But a system which produces a child of 16 whose knowledge, skills and sense of values are totally different from those expected from him when entering employment is placing an unjustifiable strain."

Council accused of 'asset stripping'

A plea for justice for Hereford College of Education published last week accuses Hereford and Worcester County Councils of asset-stripping and the Department of Education of insensitivity.

Hereford College was listed for closure by the department in August after the county council could not decide what to do. The Government had given the county a free hand to decide which of its three colleges should stop training teachers.

The pamphlet, *Democrats without Democracy*, published by the Herefordshire Survival Campaign, says the process of decision-making is an example of how democracy can fail the democrat "while preserving a bland face of justice, and, indeed, a degree of real concern".

Hereford was the first local authority college to be created in 1902. It will be one of the first to go. But the pamphlet says it still flourishes.

"It receives more and more highly qualified applications for admission each year; while many other colleges have to advertise for students by October, 1975; despite the closure announcement, Hereford College had already received over 250 requests for its 1976-77 prospectus. It has excellent buildings and facilities, including an expensive new library."

The pamphlet traces the troubles back to 1972, when Herefordshire and Worcestershire were merged in local government reorganization.

"One of the first honeymoon-acts of the new council, more than two-thirds of whom are Worcestershire representatives, was to vote for a new multi-million pound headquarters to the east of Worcester.

"Since merger, the insidious decline in Herefordshire's assets has gathered momentum until it has reached the stage of blatant asset-stripping."

The Department of Education had "never given any consideration to environmental issues, or to the sensitive political feeling in Herefordshire".

After a month's study, the county education committee plumped for retaining Hereford and closing Shenstone College, in the north-east of the county. But on July 10 the county council was evenly split. After seven hours of debate the only positive decision was not to pass the problem back to the DES.

The pamphlet states: "Two colleges for the east, none for the west; the seal of doom on Herefordshire's cultural dignity; a further serious blow to the economy and to education; a further grave loss of desperately-needed young people —in fact, one in four of the late 'teens/early 20s age group in Hereford."

Mr Fred Mulley, the Education Secretary, has said that he has received more protests over Hereford than over any other college. But in August he announced that in the absence of a strong local authority recommendation to the contrary, Hereford would receive its final intake of students this year.

The pamphlet asks a number of questions: "How can the County Council of Hereford and Worcester square its conscience with having over-ridden its further education sub-committee, its education committee and its planning department's evidence?

"How can Whitehall justify over-riding the supposedly 'vital' county structure plan, recently adopted by the Department of the Environment? It states that higher education should continue to be centred at Hereford.

"How can the retention of two colleges within 12 miles of each other, close to Birmingham, be justified, while a third, in a deprived and isolated area, must be closed?

"Why was the idea of a Worcester-Shenstone college merger not investigated thoroughly and impartially?"

A final plea is made for a six months extension to allow the local authority to find another solution.

Hard questions give best chance at A level

Sixth formers stand a better chance of passing A level English if they choose the hardest questions, says a report published this week.

A study of the exam papers of 1,400 pupils who sat the Associated Examination Board's A level English literature paper shows that difficult questions often stimulate candidates to produce their best work.

Teachers who pick out all the modern novels from a list of set books because they seem the easiest could be doing their pupils a great disservice.

The study was carried out by Mr Malcolm Fain, the AEB's administrative officer, who found that classical texts, whether prose, poetry or drama, gave all candidates a better chance to show what they could do.

There is, he says, "considerable evidence to suggest" that modern novels by authors such as Maugham and Hemingway are "totally unsuitable" for A level study.

The classics are "more substantial and less likely to produce a subjective response" from candidates and they have attracted an "established body of criticism". Teachers and examiners have also had far more experience in dealing with them.

The use of modern literature in A level examinations is still "to some extent experimental". Candidates who answered questions on the "easy" modern books did not obtain the best marks.

"The most popular books did not produce the highest mean marks. This may be because the easiest questions and the more readily comprehensible books do not stimulate the candidate to produce his best work. It may also be because more weak candidates attempted these books."

Literature questions, says Mr Fain, can be divided into two types. There are "specific questions" which may, for instance, call for a comparison of two different characters, and there are questions which demand a wider and more critical approach. The critical questions are the hardest, but candidates who tried them tended to earn the highest marks.

Hard, thought-provoking questions may attract the most able exam candidates.

"The preference for the specific is probably both a reflection of the candidate's preparation for the paper and of his immaturity. In answering a question of this type he can show knowledge, understanding and provide an analysis of the subject largely by good preparation. With this as a foundation he may well be able to develop a critical evaluation of the aspect of the book with which he is concerned.

"However, faced with the assertion that *Nostromo* is a novel that can be appreciated fully only at second reading or that Hemingway is a 'dramatist of the extreme situation', his careful preparation is of no immediate help. A certain maturity of thought is required in applying the critical dictum to one's knowledge of the book and in developing an argument."

But although the higher overall mean marks obtained on the "classical novels" may be partly attributable to a greater proportion of able candidates choosing them, Mr Fain found that average and poor candidates also did better on the harder books than on the easier ones.

ACC deny overspending charge

The accusation that local authorities have grossly overspent this year could well prove to be unfounded, Mr Carleton Hetherington, secretary of the Association of County Councils, said this week.

Earlier this year it was suggested that the authorities would grow by six and perhaps even 10 per cent during 1975-76, instead of the four per cent laid down by the Government. "The indications now are that we are remarkably close to the permitted four per cent growth —to within one per cent of over spending" he said.

However this is not expected to move Mr Anthony Crosland Environment Secretary, from his decision that there should be a standstill in expenditure next year. And if a standstill remains next year, Mr Hetherington said local authority services would have to be cut back.

The latest information comes from rate returns from all local authorities to the Government. But the authorities may not continue to stay this close to the target, and their efforts to curb spending could be shattered, for example, by a hard winter.

The final rate support grant for 1976-77 is due to be announced in three weeks' time, and discussions between the Government and the local authority associations are reaching a crucial stage.

Mr Hetherington said there was very little time left for the Government to introduce cash limits on next year's local authority spending. Last week Mr Derek Pickering, chairman of the finance committee of the ACC had said local authorities were expecting the Government to set cash limits on spending.

He had made the comment after a meeting of the Joint Consultative Council of Central and Local Government, and said that they would be sorry—but not surprised.

Mr Hetherington said the local authority associations have emphasized that any change in local government finances must be preceded by discussions with the authorities. "Time is really short if they are going to introduce cash limits of any kind", he said.

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Parliament

by Alan

Liberals deal direct grants the swift and fatal blow

The House of Commons voted by 292 to 249 to support the Government's regulations to phase out direct grant schools. But it was hardly a fitting end to the subject.

The debate late on Monday night lasted only an hour and a quarter, and the result was a foregone conclusion once Mr Clement Freud, Liberal spokesman on education, indicated that some members of his party would vote with the Government.

Mr Fred Mulley, Education Secretary, said the Government were fulfilling a plain but unmistakable commitment in their election manifesto. For a long time they had believed that it was wrong to select at 11.

It was, he said, impossible to allow direct grant schools—a particular form of grammar school—to exist in a comprehensive system.

Mr St John-Stevas, opposing the regulation, argued that such a big change should not have been brought about by regulation. Leaving politics aside, it would mean a major setback to the quality of education.

The crime of the direct grant schools was that they had succeeded, he said. "They provide centres of academic excellence which benefit the whole system and provide standards of comparison by which performance of other types of schooling can be judged. They provide an element of choice and variety within the maintained system. Of course it is limited; but that is not an argument for doing away with it altogether."

He said that the home background of the pupils at Manchester grammar schools was interesting. It was managerial 16.7 per cent; professional 20 per cent; scholastic 14.9 per cent; clerical 11.9 per cent; commercial 10.1 per cent; engineering 11 per cent; industrial 8.1 per cent; unskilled 2.4 per cent; unknown 4.8 per cent. This was as wide a range as would be found in any school in the country.

Already half the direct grant schools had opted for independence and the total figure was likely to reach 100. It would mean in future that this particular type of academic education would only be available to those people who could pay for it. It was an act of vandalism unprecedented in education history.

Mr Graham Page (Crosby, C), chairman of the Commons Select committee on statutory instruments, said that the committee was still discussing the regulations, which he considered were *ultra vires*. The committee had asked for witnesses from the DES to explain whether the Secretary of State, who had the power to make grants by issuing an order, had the power to refuse to make them in the same way.

Mr Ronald Thomas (Bristol, North West, Lab) said any system of selection was, to most children, a system of rejection.

Mr Clement Freud (Isle of Ely, L) said anyone who wanted to buy education should have the right to do so. But the Liberal party acknowledged there was an anomaly in the direct grant system, and in principle supported the Government's decision to phase out the grant from Autumn 1976. But they deplored the threatened closure of specialist schools, and thought that the plans for phasing out the grant were too sudden and too inflexible. He said the direct grant system subsidized the well-to-do. Some 97 per cent of children were excluded from any chance of going to a direct grant school. That was not parental choice.

Mr William van Straubenzee (Wokingham, C) rejected the idea that learning and scholarship did not exist in comprehensive schools. But friends who had taught in them had said that in the early days more time was spent on the less able children. If that was right, then it was wrong to abolish direct grant schools which were centres of learning and scholarship, and to end the service they provided for children who could go there free.

There could have been a compromise over, for example, the age of entry, or the sharing of sixth form facilities.

Mr Mulley said Mr St John-Stevas had said the direct grant schools should be kept to provide variety within the maintained sector. But that was exactly what the Government were trying to do. They wanted to bring them within the maintained system, because at the m were independent schoo respects—except that par sent their children to t mafully sending them the an independent school much less than the actual difference was being pa taxpayers.

Fees at the 170 schools about £42m. About £23m was paid by l.e.a.s, £ DES, and £14m by paren payers paid twice at parents. Another £10m ca capitation fees. So £14m vided by local and rat payers. The schools were distributed throughout th As for the cost of phasi said that at worst phasing grant schools would cost they could save £30m. H not give an exact figure end of the year when t be told how many we going independent, or goi maintained sector.

Fees would go up if A went independent. If they the public sector there no fees. Jobs and status coming into the public se he safeguarded. Io indi compensation could be with teachers and schools

Regarding section 81 of Act, and section 6 of th at the moment l.e.a.s ha to send children to di schools if they went in But he was consulting l rities on this. He woul make a statement afte

Mr St John-Stevas's minister intended to tax tion fees so that existi would be maintained.

Mr Mulley said he had no plans. If fees went up schools went independe with children already at could apply for remissi under the existing a But he was not going to grant at a time when it for new pupils. He wou reduce the grant nor incr

In many areas direct gr made it impossible to proper comprehensive sy provided a subsidized sy dependent academic-type for parents who happened direct grant schools in th

Poly's £1 a share homes scheme

North-East London Polytechnic has set up a housing association for single and married people. They do not have to be students.

Shares in the association are being offered at £1 each. One of the association's main tasks will be to investigate sources of finance. It will also develop sites already available to the polytechnic and will buy and convert any suitable buildings.

Mr George Oliver, the polytechnic's senior accommodation officer, heads the 12-member committee which will run the association. He said this week: "The housing situation for young people is bad nearly everywhere at the moment, but there is no criticism of local authorities intended in the creation of this housing association.

The polytechnic tried to solve its own housing problems last year by investigating the purchase of a cruise liner the *Reina del Mar*. That idea was sunk when the Port of London Authority refused to provide a berth.

Mr Oliver has come to the poly after 25 years' experience in housing. The new association will allow the polytechnic to borrow money from the Housing Corporation.

Training queue

More than 500 applications have been received by the Local Government Training Board for the 300 grants available to local authorities to recruit extra first-year building apprentices.

The grants, one of the emergency measures to maintain training introduced by the Manpower Services Commission, are worth £1,750 for every extra apprentice taken on.

Warnock

Remedial work 'is often bad'

The standard of remedial w has been attacked by the Nort don Dyslexic Association i evidence to the Warnock com on special education.

The association say t teaching is poor and frequent They want more and better vice training courses fo teachers and better pay fo with experience in teaching with specific learning diffic

Although dyslexia—specific ing difficulties in reading and spelling—is a minor han when compared with physic mental handicap, it can lead lant and disruptive behavi school. Often the pupils are assessed and are lost, mark "a hotch-potch of schools educationally subnormal and adjusted".

Psychological counselling chotherapy have proved "u obly unsuccessful" in helpi lexic pupils to learn how t and write, say the associatio great deal of professional being wasted in this way."

Educational psychologists forget their dislike of the w lexia and study the bas aspects of diagnosis and established by research into and learning disabilities.

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ucation has key role new scheme to keep fenders out of prison

ances Stadlen

riment in diversion, a form term care for offenders be- nviction or sentence, is call- in a report published today rking party of the National tion for the Care and Re- nt of Offenders (NACRO).

sion programmes, says the would take place before lowing an adjournment for onths on bail, or after con- in conjunction with the nt of sentence. The object educe criminal penalties and, cases, to have charges with- altogether. Experiments d take place in a few areas research and evaluation pro- e for three years.

ommodation, education, em- ent and personal counselling e main areas in which diver- could assist offenders. Early ments should be undertaken precrial and pre-sentence de- ts whose offences range from minor to medium serious that end in short-term custo- r suspended sentences.

report does not recommend ion for juvenile cases beyond is already established by law ractice. This view is based on elief that much work with ile delinquents already approx- s to what are, in effect, diver- y programmes.

charge intervention by the authority, with subsequent ion by way of social work or services, is a possibility in every case.

elopments in the concept of diate treatment made pos- under the Children and Young ns Acts of 1963 and 1969 have aded the working party that position for juveniles should be reviewed after adult experi- ts have been evaluated and ol reports on intermediate ment completed.

educational component of a a project would require a of resources to suit different ional and training needs. links should be made with l.e.a., the Workers' Educational ion and adult education de- ts of universities.

mmes suggested include ut "trade" courses, a service t access to colleges of further ion offering O and A levels, y training and outdoor recrea- pursuits run by the youth

most suitable form of manage- for diversion projects, the rty says, would be a local com- consisting of representatives both local and statutory organ- s accountable to the local pro- and after-care service. Projects should be run by probation officers because they have the skills and experience and the necessary network of contacts with police and courts.

The main advantage of diversion is the opportunity it gives to offer urgently needed practical and personal help at a much earlier stage than usual. It can also offer courts more solid information on which to base decisions on appropriate forms of punishment.

The working party was set up to look at the development of diversion projects in North America, and to consider how, if at all, the idea could be applied in Britain.

Mr Michael Zander, reader in law at the London School of Economics, was chairman. Members included Mr Nicholas Hinton, director of NACRO, Peter Marshall, commander in the community relations branch of the Metropolitan Police, Eric Stockdale and Mr Bill Utting, director of social services for the Royal Borough of Kensington and Chelsea.

In the United States diversion has come to mean the substitution for criminal proceedings of some alternative way of dealing with a defendant, usually on the basis of 60 to 90 days with a diversion agency. Prosecutor and courts have to agree to the referral, and if the defendant behaves, he is given an absolute discharge.

Experiments in Britain would differ from United States experience, which has been with cases that have not faced the prospect of a custodial penalty. The working party believe that the American use of diversion to dispense with criminal penalties altogether could be extended in Britain to the point of lessening penalties.

Reduction of the stigma associated with criminal proceedings might decrease the likelihood of further offences. To dispense with unnecessary prison or borstal sentences ought to be one of the chief aims of any English scheme.

Those administering the scheme would need to have greater discretionary powers, and some form of admission would have to be elicited from the accused.

The report defines the successful completion of a diversion programme as the least severe penalty. Wherever possible, this should be the withdrawal of charges.

In other cases the appropriate decision might be an absolute or conditional discharge, a probation order or a suspended sentence. A prison or borstal sentence would not be a suitable outcome.

Diversion from Criminal Justice in an English Context: Report of a NACRO Working Party by Michael Zander. October 1975. *Price* £1.

ll to count ncils' costs

-pendent public auditing unit d be set up to monitor the per- ance of local government, the ld Committee on local govern- finance was told last week.

e unit would examine the cost, cy and performance of local ibes and establish a league of authorities.

suggestion has been made by r Alan Thompson, Professor Smill and Dr Peter Dean, all ridot-Watt University, Edin-

y say that not having such a the moment makes it diffi- for district auditors to relate an efforts to national trends. it would set standards in terms s, statistics and information in comparisons between local rities could be made of and performance. Reports the unit would help decision e.g. promote public account- y and point out local inefficien- areas of waste and extrava-

authors add that such a unit d need to be given powers to nd the necessary information the authorities.

de to FE

16, a guide to further educa- is being distributed to fifth pupils by Sheffield Education rtment.

Halve local spending—plea

Education and housing should be removed from local government so that spending by local authorities could be cut by half, says a pamphlet published by Aims for Freedom and Enterprise last week.

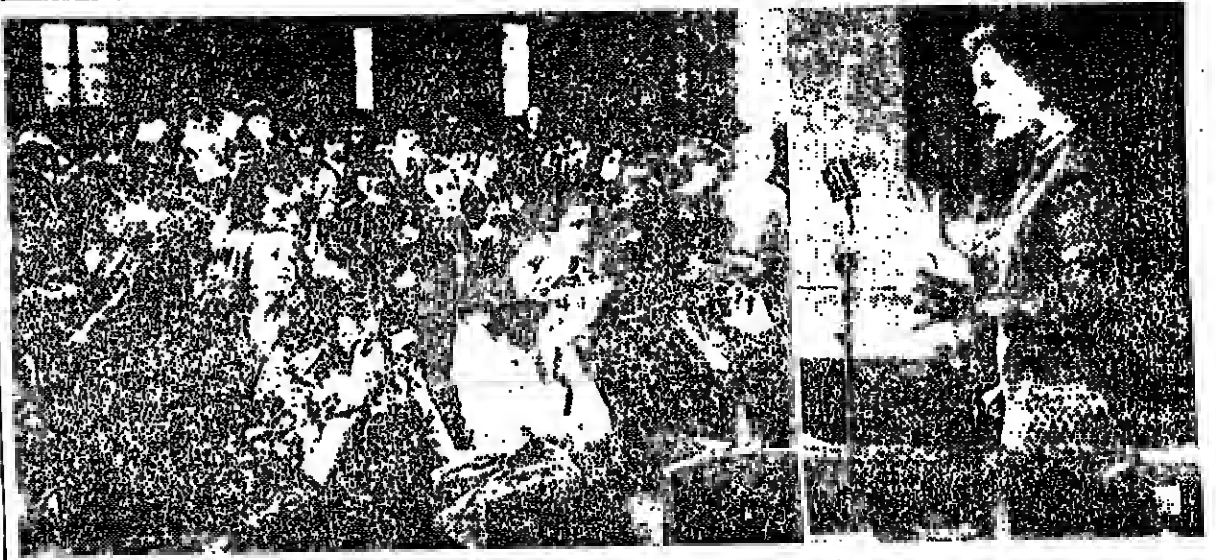
Professor A. R. Ilersic, professor of social studies at Bedford College, London University, who wrote the pamphlet, says this would enable most local government expenditure to be met from the rates.

Exchequer grants would be greatly reduced and redesigned to provide a measure of equalization of rate charges over the entire country.

"To many local government councillors this may not appear a very attractive programme. But the choice is not whether local government in its present form can be restored to financial viability. It cannot be. The alternative is to continue with the present structure—and that is certainly under review in Whitehall—with an increasing measure of control from the centre over all activities of local government."

Cutting local government spending by half was the only way to stop the local council becoming a rubber stamp to confirm instructions.

A genuinely local system of government should be maintained, particularly for services where local knowledge was invaluable. Education and housing were the "onerous services". They must be given to Whitehall.



Mrs Hart and her audience at Alperton High School.

Sixth-form eyes on Third World

Sixth-formers were urged this week to find out what it is like to live in a developing country. And they should appreciate the changes that have taken place since the end of the European empires.

The advice came from Mrs Judith Hart, MP, former Minister for Overseas Development, in a talk to 240 sixth-formers from comprehensive schools in the London borough of Brent. She was opening a two-day conference at Alperton High School on the changing world and the future of developing countries.

Talks, discussions and films on the third world took up most of the conference, which was suggested by Mr Laurie Pavitt, MP for Brent South, and organized by teachers and sixth-formers with the backing of the local education committee.

● A call to make one teacher in every school responsible for studies in world development was made by Mr John Grant, Parliamentary Under-Secretary for Overseas Development, when he opened a new education centre specializing in development studies at Selly Oak Colleges, Birmingham, this week.

Mr Grant said there should be more public discussion of the role of development studies in schools. It was crucial to persuade people that overseas aid was necessary.

The Ministry of Overseas Development had concentrated on supplying materials to colleges of education. The time had come to interest schools as well.

One of the main issues was how to fit development studies into the curriculum and whether to make it examinable. Work done in primary schools might be extended, and parent-teacher associations might take more interest, he said.

Old schools too noisy, say DES

A new guide on noise in educational buildings was published by the DES last week.

It says many older schools are too noisy, reverberating to the sounds of raised voices, scraped chairs and slammed doors. The aim for new buildings should be to produce a school where music can be enjoyed *pianissimo* or *fortissimo* where the use of an electric drill or a vaulting horse will not upset someone practising the violin, where a pupil can easily hear French verbs on a tape recorder or simply concentrate on a book.

The Department's bulletin points out that design alone cannot guarantee good acoustic conditions—much depends on how the building is used. Although written primarily for architects and others concerned with the design of buildings, the DES hope it will also be used by those responsible for briefing designers. *Acoustics in Educational Buildings.* Building Bulletin 51, HMSO. £2.

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12-15 April	Huddersfield	G. K. Griffin	A-H; X, Y, Z; 1-6; Cards; Computing; SMP in the first year sixth; A-level topics.	£32
12-15 April	Lancaster	R. G. Francis	A-H; X, Y, Z; Cards; Computing; Apparatus and Transparency making.	£30
19-23 July	Ponteland	P. Goodwin	A-H; X, Y, Z; A-level; Further Maths; 7-13; Maths Workshop.	£38
31 August-3 September	Godalming	G. D. Stagg	O-level, covering approaches through X, Y, Z as well as the numbered books; A-level; Computing.	£35

For application forms and further details of any of these courses please write to the SMP Office, Westfield College, Kidderpore Avenue, London NW3 7ST. Please enclose a stamped addressed envelope.

'Force l.e.a.s to hit nursery targets'

An appeal to the Government and to local authorities to give priority to the under-fives was made last week by the executive committee of the National Campaign for Nursery Education.

The committee are alarmed by the effect of inflation and spending cuts on the planned expansion of nursery education. They want money made available for buildings and staff so that the 1972 White Paper's target of free nursery places for up to 90 per cent of four-year-olds and 50 per cent of three-year-olds can be reached.

The committee, whose president is Mrs Renee Short MP, say that as things are the targets for 1982 set by both Conservative and Labour governments have no hope of being met. The Government should approve capital expenditure for nursery education and also earmark part of their regular grant to local authorities for running costs. They should also consider placing a legal obligation on l.e.a.s to meet nursery education targets.

Moreover, the Government should provide full-time nursery education for more children than planned for in the White Paper. Meanwhile, efforts should be made to ensure that children with the greatest need take up existing places.

The committee hope l.e.a.s will provide nursery places in classrooms left vacant because of the falling birthrate. They do not think it is wise to take children who are only just four into infant schools without special nurseries, but feel the admission of rising fives should be continued.

They are concerned at the extent to which inflation has reduced the value of money which local authorities were entitled to borrow for capital expenditure in 1974-76. The later addition of £4m to the original £34m was not nearly enough to offset a large drop in real value.

The committee say that nursery education is particularly vulnerable to economic pressure because it is a service for children under compulsory school age. Many local authorities have failed to take up all or part of their allocations because of the need to restrain spending.

Stark facts behind spending cuts

● Eighteen qualified teachers were among 140 applicants for a non-teaching job at a Leeds primary school.

● One fifth of the 600 students who left training colleges in Leeds this summer may be out of work.

● And 51 posts at the city's university have been frozen with the prospect of another 71 being left unfilled.

These stark facts indicate the effects cuts in education spending are having, according to Mr Harry Collins, secretary of the Leeds Campaign Against Cuts in Education.

"At a time when class sizes are growing so that pupils receive less personal attention, teachers (who have been trained for three to four years at a cost of several thousand pounds) cannot apply their training to the service of society because local authorities will not employ them", Mr Collins said in a statement last week.

"At a time when you cannot walk in the city centre without danger from new office blocks, shops and banks, our children and students are herded into Victorian buildings which cannot even claim to merit the label 'historic interest'."

Seventeen education trade unions and associations are supporting the campaign.

Students to see Mulley about digs

Conservative students are to put their proposals for student housing to Mr Fred Mulley, the Education Secretary, next month.

The deputation is a sign of the growing strength of student politicians who do not belong to the broad left grouping of communists, Labour Party members and uncommitted socialists which has held sway in student unions for nearly four years.

The Federation of Conservative Students claim that five university unions are headed by their members while another two have Conservatives in senior positions on their executives.

Mr Mark Hapgood, FCS chairman, said this week that 11 student union presidents will see Mr Mulley. They will ask him to stop the expansion of higher education until there are enough beds for students.

"It is nothing short of deception to accept students on a course and then to say there is nowhere for them to live", said Mr Hapgood.

At the December conference of the National Union of Students the FCS will attempt to introduce changes in election procedure. They want eight of the union's 17-strong executive to be elected nationally by secret ballot instead of by delegates to the conference.

"Our primary aim is to democratize the NUS and to have the four sabbatical officers and the four vice-presidents elected nationally. One man, one vote is our clarion call. Anyone who denies us that cannot claim to be a democrat."

PR policeman

One of Britain's biggest police forces has appointed a policeman to improve relations between schools and the police. He is Sergeant Ron Jefford, whose official title will be schools liaison officer. The scheme involves eight schools in the Exeter area and will consist of a 12-month pilot project designed to give pupils and teachers a wider understanding of police work.

Five for job

Five candidates have been nominated for the post of student rector of Edinburgh University. The winner's duties will include representing the students.

The candidates are: Mr Andrew Cruickshank, the actor who plays Dr Cameron in the television series *Dr Finlay's Casebook*; Mr Alan Drummond, a final year student at Edinburgh; Mr Barry Fantoni, a cartoonist for *Private Eye* and the *Listener*; Mr Magnus Magnusson, question master on the television quiz programme *Mastermind*; and Mr David Steel, Liberal MP for Roxburgh, Selkirk and Peebles.

Universities close to breaking po

Universities might be accept less money from the ment if they were given certain future, the Imperial College said last

Sir Brian Flowers told lege's commemoration the Royal Albert Hall that ties did not expect treatment. "What we is the Government's tot ny planning perspecti dealing with universities.

"Until April we had the level of Governme which would be accorded current session; and we no indication of what ou position is likely to be or in the new quin beyond 1977, or even wh will be a new quinquenni

"There is a desperat return to some elemen tainty in our planning, doing so we have to money.

"Less cash but more this might be a good barg Government and for th ties."

Sir Brian said there where Government poli deliberately calculated verso.

"The severe inflatio and prices during the pa had had very serious for student residences tories. We twist and endeavours to seek ways improvements and econo services offered; but at the day we are bound ment regulations, wh strictly insist that the refectories must pay th out subsidy.

"That would be acce student maintenance gr quate to meet the prop it is not adequate becau ernment, faced with acu difficulties, has decid shall not be. These two Government policy are consistent; they are al divisive because they p poorer student; and th a constant source of po nism between the stu and its institution.

"All universities are Government to resolve sistency and way or the it is profoundly to be h our sakes, that the proves before long. We s breaking point."

Bigger grants for students urged

A £100 interim rise in s grants was recommended la by the pro-chancellor, vice lor and student president castle University.

The rise should come in in January, they say in a sent to the Department of tion.

Parents' and spouses' tions should be abolished. for full and regular surveys dent income and expenditure.

The tripartite appeal for money follows a university meeting last May which decid make representations to the ernment and the Vice-Chanc Committee about the inadeq student grants.

Assessment in three stages

MIND, the National Asso Mental Health, have prod report which, they claim, will definitive study on the as of children.

Assessment of Children and *families*, is meant for all sional workers in health, ed and social services who deal deprived or handicapped ch and their families. Assessm says, cannot be divorced fro cation, intervention and sup must be a continuing proc three stages—gathering info recording and analysing it and ing a plan of action.

Assessment of children and families, Research Publica vices Ltd., Victoria Hall, Street, London, SE10 0RF, plus 11p postage.

Textbook hitch may alt FE plans

Stephen Cohen

olution in Britain's 520 tech- and further education colleges fail because of a lack of text-

Technician Education Coun- hich is revising over 300 dif- courses studied by 300,000 ts, is worried that its work be in vain if publishers fail duce books to go with the llabuses.

council's first courses will veiled in December, nearly years after the TEC was set the government to create a system of technical education. courses will be new and tea- will be expected to adopt new ethods. At the same time stu- will know exactly what they have to do for their certificate. The curriculum development have been producing "stan- units" which colleges will . The average unit will con- 60 to 75 hours of study. The first ones to be published will be in engineering and metallurgy, and will lay down precisely what a student will have to learn to pass the course.

Courses will start next September, but so far only one or two publishers have expressed an interest. The council is not going to publish its own books and has not gone out of its way to establish links with existing publishers.

"I would have thought they would be interested in us", said Mr Francis Burrott, the council's chief officer. "Now we are getting nearer the time, we shall have to think closely about this."

Mr Bill Bunden, education secretary of the Association of Teachers in Technical Institutions, said he had not heard of publishers going ahead with new textbooks for TEC courses. "A publisher might find himself catching a cold", he said.

sk parents in, says Rée

ountability, no: answerability, ", Professor Harry Ree told a ference of teachers and social rs in Portsmouth last week.

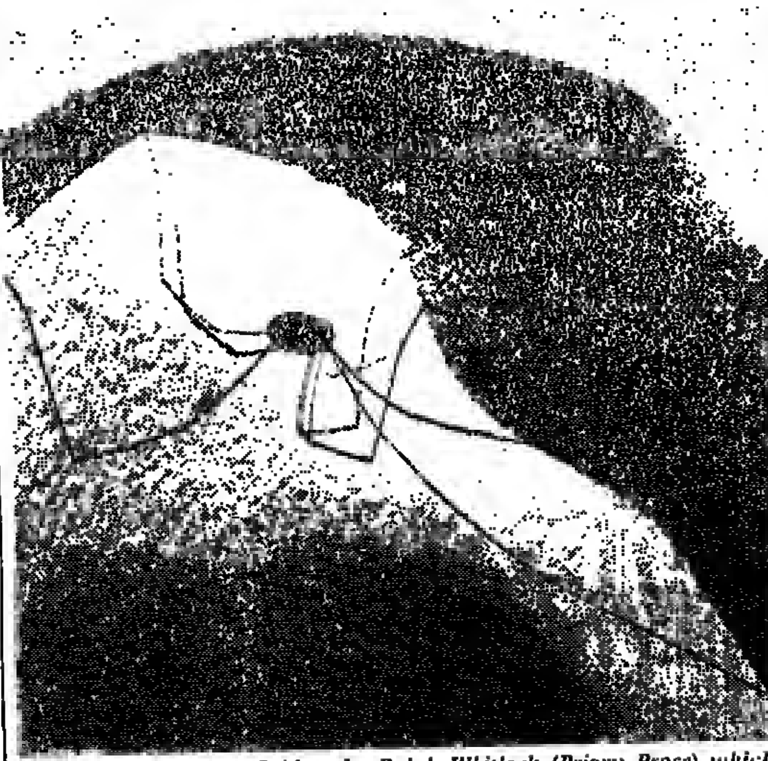
e call for accountability was g heard more and more in ation and social work, said Pro- r Ree, who has been teaching a London comprehensive since retirement as professor of edu- at York University.

t instead of retreating to pre- ly prepared positions behind iers of professionalism, teachers ld go out on "forays into the mmunity", and should invite rents into schools to see what is going on.

"Come in and work with us, come in and discuss with us, is the proper reaction to criticism. Teachers should be answerable to the parents of children they teach", he said.

Professor Rée said governing bodies should represent the parents. Their responsibilities should include finding out the needs of the community, acting as a forum for discussion in the school, and reporting back to the community.

There had been a breakdown in the consensus on what education ought to be about, he said. The "salve" needed was more discussion, but this required time, he said. "The NUT is mad to think that more money is what teachers want. It is time."



An illustration from Spiders *by Ralph Whitlock (Priory Press) which won the junior section of this year's TES information book awards. The awards were presented last week by the editor, Mr Stuart Maclure, to Mr Whitlock and to Geraldine Lux Flanagan and Sean Morris, winners of the senior section for their book on blue tits,* Window into a nest, *published by Kestrel books.*

DHSS take new look at disturbed

The Department of Health and Social Security plan to take a new look at the problems of disturbed children and adolescents by issuing a consultation paper next year.

This is stated in the Government's White Paper, *Better services for the mentally ill*, which Mrs Barbara Castle, Social Services Secretary, presented in Parliament last week.

The consultation paper will "seek to draw together the various threads of discussion on both child and adolescent psychiatric services". It will also take into account the recommendations of the Court Committee which is looking into the whole range of child health services.

The White Paper says schools can have a powerful influence on a child's growth and development. They can also mitigate the effects of "adverse outside influences" on the children.

Psychologists, child health officers, psychiatrists and social workers should spend more time in schools talking to teachers and children. This would help schools to be more effective in recognizing and treating disturbed children.

Punjabis learn to think like English

Children in the Punjab think differently from Punjabi children in Britain and from British children, according to a study published by the National Foundation for Educational Research last week.

The author, Mr Paul Ghuman, gave attainment tests to 140 nine and 11-year-olds in the educational priority area of Handsworth, Birmingham, and in Nawan Shahr, in the Punjab.

He found that the performances of the Punjabis in England was similar to those of the English children, but much better than the performances of those still at home in their farming villages. Those still at home were "perceptually oriented", rigid in their thinking, and trained to do what they were told, rather than work things out for themselves.

Mr Ghuman says his sample has been sufficiently carefully chosen to show that the differences between Punjabi children at home and abroad arise from cultural rather than genetic factors. He blames the rote learning in Punjabi primary schools and the religious and social ethos of the Sikh community.

He also showed that, although immigrant Punjabi children experienced much the same culture in their homes as they had in the Punjab, their experience of English primary schools had taught them to think like English children.

Unfortunately neither group of 11-year-olds in Britain performed significantly better than the nine-year-olds, a finding Mr Ghuman puts down to the low expectations of children in a deprived area.

The Cultural Context of Thinking: Paul A. S. Ghuman. NFER. £3.15.

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Oxbridge awards for 1974-75

This analysis of scholarships and exhibitions awarded by the men's colleges at Oxford and Cambridge Universities in the academic year 1974-75 follows the customary pattern. The figures include only entrance awards, and exclude awards made to men already in residence.

The distinction between open and restricted awards is retained. The qualifications relating to restricted awards are many and varied. The most common example is the award "closed" to a particular school, but there are many other restrictions such as the county of birth or residence of the candidate and in some cases restricted to certain parental occupations, most usually to sons of clergymen.

In some instances awards have been published without mentioning restrictions, and the classifications have been ascertained by tracing the description of the awards as given in the original advertisement. Inevitably some discretion has been exercised but an endeavour has been made to remain consistent.

It should at this point be emphasized that the restriction of an award refers only to the limitation of the field of candidates. This does not imply any inferiority of status either of the award or of the successful candidate.

In Oxford 94 restricted awards were published this year ... Cambridge only 34 ... awards were made.

In Table 1 these ... analysed according to the ... school from which the award ... ner came. For the sake ... parison the classes used ... have been retained. ... 1,167 open awards were ma... pared with 1,150 in 1973-74.

As the 1,295 awards were ... between 406 different scho... obviously not possible to ... all here. Only schools ... achieved a combined (open ... stricted) total of at least four have been included.

Kieth W.

TABLE 1

OPEN AWARDS

School	Oxford Schols		Oxford Exhibs		Cambridge Schols		Cambridge Exhibs		Total Awards	
H	122	(119)	99	(111)	111	(115)	144	(179)	476	(524)
HD	51	(51)	57	(70)	77	(59)	85	(58)	270	(238)
D	4	(4)	1	(5)	—	(1)	3	(1)	8	(11)
G	64	(78)	104	(87)	50	(49)	85	(79)	303	(293)
C	21	(16)	35	(18)	16	(12)	18	(22)	90	(68)
O	10	(5)	4	(6)	—	(3)	6	(12)	20	(16)
Total	272	(273)	300	(297)	254	(239)	341	(341)	1167	(1150)

RESTRICTED AWARDS

School	Oxford Schols		Oxford Exhibs		Cambridge Schols		Cambridge Exhibs	
H	24	(17)	18	(18)	8	(2)	15	(7)
HD	16	(12)	9	(10)	1	(1)	6	(6)
D	1	(2)	—	(2)	—	(1)	—	(—)
G	10	(7)	9	(8)	—	(2)	4	(1
C	1	(—)	6	(5)	—	(—)	—	(1
O	—	(—)	—	(—)	—	(—)	—	(1
Total	52	(38)	42	(43)	9	(6)	25	(16)

Figures in parentheses are those for 1973-74.
H = Headmasters' Conference Independent School.
HD = Headmasters' Conference Direct Grant School.
D = Other Direct Grant School.
G = Maintained or Aided Secondary Grammar S...
C = Comprehensive School.
O = Other Independent, Other University, Overseas and Tutorial Establishments.

TABLE 2
OPEN AWARDS

School	No of boys post O level Sept 74	Oxford Schols	Oxford Exhibs	Cambridge Schols	Cambridge Exhibs	Total
Dulwich College	471	7	8	6	11	32
Manchester GS	541	5	7	16	4	32
Eton College	660	11	11	6	3	31
St Paul's	352	7	3	10	6	26
Winchester College	368	8	3	5	5	21
Haberdashers' Aske's, Elstree	290	—	1	12	6	19
Marlborough College	388	2	3	3	10	18
King Edward's S, Birmingham	233	3	2	6	6	17
Bradford GS	365	3	3	5	5	16
Newcastle Royal GS	290	6	2	4	4	16
Oundle	330	1	4	5	5	15
Latymer Upper	290	2	2	6	4	14
Merchant Taylors', Northwood	257	2	3	5	4	14
Christ's Hospital	253	2	2	5	3	12
Nottingham HS	218	—	2	4	6	12
Tiffin School, Kingston	260	4	1	2	5	12
Westminster	297	7	4	1	—	12
Brentwood	306	2	3	1	5	11
St Albans	202	1	1	4	5	11
Ampleforth College	260	3	1	3	3	10
Birkenhead	200	2	5	2	1	10
King Edward VI, Southampton	235	2	3	4	1	10
King's School Canterbury	344	1	1	2	6	10
Sherborne	293	3	3	1	3	10
City of London	235	3	—	3	3	9
Canford School, Wimborne	202	2	3	1	2	8
Charterhouse	339	2	3	1	2	8
King's College S, Wimbledon	270	1	—	4	3	8
Magdalen College S, Oxford	164	1	5	—	2	8
Perse School, Cambridge	117	1	1	5	1	8
Radley College	224	1	—	2	5	8
Bryanston	180	1	1	—	5	7
Harrow	223	4	—	2	1	7
King's S, Worcester	205	—	2	1	4	7
Rugby	397	—	—	2	5	7
Tonbridge	267	2	1	—	4	7
Trinity S, Croydon	212	2	1	3	1	7
Worth S, Crawley	160	3	3	1	—	7
Aylesbury GS	195	2	1	1	2	6
Bradfield College	218	—	2	1	3	6
Eltham College	146	1	1	2	2	6
King Edward VI S, Chelmsford	220	—	2	1	3	6
Palmer's College Grays	180	1	4	—	1	6
Portsmouth GS	181	1	1	2	2	6
St Dunstan's College, Catford	204	3	—	1	2	6
University College School	200	—	1	4	1	6
Watford GS	207	—	1	2	3	6
Wolverhampton GS	160	—	—	4	2	6
Worthing Sixth-Form Coll	250	2	—	3	1	6

School	No of boys post O level Sept 74	Oxford Schols	Oxford Exhibs	Cambridge Schols	Cambridge Exhibs
Abingdon	180	—	2	2	1
Bristol GS	269	—	—	—	5
Downside	280	—	4	—	1
Haileybury College	304	2	1	—	2
Harrow County S	234	—	2	1	2
King George V S, Southport	228	1	1	—	3
Lancaster Royal GS	219	1	1	2	1
Leys School, Cambridge	170	1	1	1	2
Merchant Taylors' S, Crosby	210	—	—	1	[illegible]
Royal Belfast Academical Inst	256	1	2	2	—
Sevenoaks	296	1	1	1	1
William Hulme's GS, Manchester	254	3	1	1	—
Alleyn's S, Dulwich	207	2	2	—	—
Archbishop Holgate's GS, York	198	1	—	2	1
Bedford Modern S	221	1	2	—	1
Cranleigh	220	4	—	—	—
Culford S, Bury St Edmunds	104	—	—	1	1
Glenalmond Trinity College	162	—	—	—	4
Hardye's S, Dorchester	142	2	1	—	1
Harton Comp, South Shields	230	2	2	—	—
Highgate	231	—	2	2	—
High Wycombe Royal GS	296	1	2	—	1
Ipswich	132	1	1	1	1
John Lyon S, Harrow	110	1	—	1	2
Kimbolton	115	—	1	—	3
Kingston GS	138	—	—	1	1
Lancing College	258	2	—	1	1
Maidstone GS	230	2	2	—	2
Plymouth College	159	2	—	—	—
Stowe	248	1	1	2	—
Varndean GS, Brighton	147	2	1	1	—
Warwick	202	1	1	1	1
Weymouth GS	107	2	2	—	
Whitgift S, Croydon	220	1	2	—	1
Chatham House GS, Ramsgate	190	1	1	1	—
Cheltenham GS	200	—	2	1	—
Clifton College	110	2	—	1	—
Hymers College, Hull	110	1	1	—	1
Judd S, Tonbridge	128	1	2	—	—
K Henry VIII S, Coventry	246	2	—	—	1
Q Elizabeth's Hospital, Bristol	100	2	—	—	1
St Peter's S, York	130	—	1	2	1
Wellington College	321	1	1	—	1
Shrewsbury	250	1	—	—	—
Worcester Royal GS	167	—	2	—	—

TABLE 3
RESTRICTED AWARDS

School	Oxford Schols	Oxford Exhibs	Cambridge Schols	Cambridge Exhibs	Total
Westminster	2	2	—	3	7
Charterhouse	2	3	—	—	5
Bradford GS	2	2	—	—	4
Manchester GS	1	2	1	—	4
Merchant Taylors' Northwood	3	—	1	—	4
Winchester College	2	2	—	—	4
Dulwich College	1	1	1	—	3
Hymers College, Hull	1	1	—	1	3
St Paul's	—	—	—	3	3
Warwick	—	—	—	3	3
Canford S, Wimborne	1	1	—	—	2
City of London	2	—	—	—	2
Clifton College	1	1	—	—	2
Glenalmond, Trinity College	1	1	—	—	2
King's S, Canterbury	2	—	—	—	2
Magdalen College S, Oxford	2	—	—	—	2
Rugby	—	1	—	1	2
Sherborne	1	—	1	—	2
Shrewsbury	1	—	1	—	2
St Peter's S, York	2	—	—	—	2
Worcester Royal GS	2	—	—	—	2
Abingdon	1	—	—	—	1
Chetham House GS, Ramsgate	1	—	—	—	1

School	Oxford Schols	Oxford Exhibs	Cambridge Schols	Cambridge Exhibs
Cheltenham GS	—	1	—	—
Christ's Hospital	—	—	1	—
Cranleigh	—	1	—	—
Eton College	—	—	1	—
Haileybury College	—	1	—	—
Judd S, Tonbridge	1	—	—	—
K Edward VI S, Southampton	—	1	—	—
K Henry VIII S, Coventry	1	—	—	—
King's S, Worcester	—	—	—	1
Maidstone GS	1	—	—	—
Marlborough College	—	1	—	—
Merchant Taylors', Crosby	—	—	—	1
Newcastle Royal GS	1	—	—	—
Q Elizabeth Hospital, Bristol	1	—	—	—
Royal Belfast Academic Institution	—	—	—	1
Sevenoaks	1	—	—	—
St Dunstan's College, Catford	—	—	1	—
Stowe	—	—	1	—
Wellington College	—	1	—	—
Whitgift S. Croydon	—	—	—	1
Wolverhampton GS	—	—	—	1

Leicester don stumbles into big black hole

Science diary

by John Maddox

best chance so far that a black has at last been found emerges the details of the discovery new X-ray star, first announced August and now published in (October 23).

The discovery was made by means X-ray telescope mounted in British satellite Ariel V ched in the summer from the d States) and already there some gnashing of teeth among who are variously disap- ted and angry that plans for a better X-ray telescope on some satellite have been aban- ed.

The new star, laconically called 620-00, lies at the edge of the stellation Orion. The X-ray escope with which it was first ected was built by Professor neth Pounds and his group at University of Leicester, who ve for the past decade been flying ray detectors in anything that will sufficiently high above the th's atmosphere—first rockets d now satellites. Only Ariel V s made it possible for the group embark on the detailed survey the sky in which the new star s detected.

Why should there be so much citement about it? Its first claim public attention is that its ightness increased remarkably in e days following its first dis- ery. Within a week it was the ightest source of X-rays in the y. That X-ray stars can wax and ne rapidly in brightness is now ll known—thanks again to the oneering work of Pounds and his lleagues.

The second outstanding feature of the new object is that it has already been identified with a distant visible star whose bright- ess also increased remarkably during the early days of August—on

I': gnashing of teeth.

al nova. And then—here comes surprise—the same star was recognized as an optical nova cause of an outburst recorded in

hat kind of object is this X-ray r? By now it is generally eed that most X-ray stars are double stars, a pair of stars together by their mutual gravi- al attraction and, almost cer- one of the objects in this tnership must be a dense star ch is massive enough to attract erial from what is supposedly a ger and less dense partner. Most ay stars are likely to contain er a neutron star or a white f as one of their components.

Optical novae may sometimes also double stars from which radia- is also emitted by the rapid fer of material from one to the er, but others are thought to more sudden spurts of energy by ns of a rapid evolution in an er shell. But A0620-00 is both X-ray star and a nova, the first far identified; whence the infer- ence that there is something special out it.

The clue comes in measurements which have been made of the optical spectrum of the star, which shows that the light reaching the earth has suffered absorption in interstellar gas and dust to such an extent that the distance of the star is put at 600 parsecs, or something like 2,000 light years. And if the rule which has been established in the past few decades for relating the periodicity of variable optical novae to their distance can be taken seriously, the star may be more than 5,000 parsecs away.

As X-ray stars and novae go, it is in other words a distant object, which means that it is still harder to explain how it can have been, for a few weeks in August, both the brightest X-ray star in the sky and also a visible nova. The way out of the difficulty is the conclusion that Professor Pounds and his colleagues are all too willingly driven to—the supposition that one component of the double star responsible is a black hole, with a mass several times greater than that of the sun.

A spurt of radio emission from the star was also observed during August by a group of radioastronomers at Jodrell Bank, while a group of optical astronomers at the Royal Greenwich Observatory concur in the belief that something very exceptional, and possibly a black hole, may be responsible for the exceptional behaviour of A0620-00.

This remarkable discovery suggests two broader questions, the first of which is philosophical. Why are astronomers just now so eager to interpret unexpected observations in terms of the existence of black holes, stars which have literally collapsed under their own weight to a state in which they are dense enough to prevent the escape of light (whence the name)?

Is it not, after all, the duty of responsible scientists to jump to novel conclusions like these only when there is no further possibility of accounting for their observations in more familiar terms?

The answer, of course, is that the current theories of gravitation and of cosmology are such that black holes should exist. If they do not, everybody will be seriously embarrassed. It is exactly the same in palaeoanthropology where — if Darwin is to be believed—there should be a line of descent connecting modern human beings with their primaeval ancestors.

In circumstances like these, it is natural enough that people should constantly be on the lookout for phenomena that will help to underpin the present body of understanding. But there are dangers. As palaeoanthropology has shown all too clearly, people are forever jumping to the wrong conclusions, making intellectual bricks with too little straw. And as the past few years have shown clearly enough, interpretations of this or that astronomical phenomenon as evidence for a black hole have turned out to be unproven when further data has accumulated.

In all the circumstances, it is perfectly proper that Professor Pounds and his colleagues should be exceedingly tentative in their announcement of their account of the exceptional properties of A0620-00. The obvious difficulty is that the estimates of the distance of this peculiar object, based as they are on the application of what are supposedly general rules about the nature of the universe to a particular star, may turn out to be wrong.

The second thing to say is that the programme of research which has led to this discovery has so far been largely British in conception and substantially British in execution. And now, because of financial stringency, there is a serious danger that its extension will be interrupted, perhaps even postponed for several years.

Nobody who has followed the arguments in the past few weeks about the rising tide of public expenditure will argue that X-ray astronomy should continue to be supported through thick and thin, although there is plenty of room for arguing that the way in which money is spent should be informed by a proper sense of priorities.

The truth is, however, that what is fashionably called "big science" is now under serious pressure—the high-energy physicists are as disgruntled as the X-ray astronomers at the postponement or even abandonment of some of their favourite projects.

So what is to be done? For many of the people concerned, simply moving to the United States would be the simplest solution. Far better for the rest of us that the plans for expensive projects should be supported on a European basis, chiefly by channelling funds through the European Science Foundation.

In the first two years of its existence, that body has been commendably cautious in its policy, hoping to make sure that machinery for spending European public money on research works well before there is much money to spend. But the financial crisis may mean that there is no time.

Physics teachers can 'pick and choose'

Science should be taught in half-sized classes like handicraft and home economics, according to Mr E. J. Wenham, a lecturer at Worcester College of Education.

He says in the latest edition of *Physics Bulletin*, published by the Institute of Physics, that this would attract more physicists into teaching. The DES should take urgent action to get more physics teachers into schools to prevent the subject from becoming "the Latin of the 1980s" and even disappearing from sixth forms.

Science is taught in smaller classes in many European countries, he says, and be would be well advised to follow suit "in a country such as ours where survival depends on technological skill".

Physics teaching is unattractive because of adverse publicity about the difficulties of control in a minority of schools and about teacher unemployment. In fact, Mr Wenham says, every physics teacher can afford to pick and choose his posts.

In dark about lecturers

A large number of first-year university students do not realize that, besides teaching, their lecturers also do research and administration, according to an article in the latest issue of the journal *The vocational aspect of education.*

The article describes a survey by Dr Michael Gruneberg and Mr Richard Startup, both of Swansea University, of 110 first-year students at the university. The survey revealed that a third of them did not know their lecturers did research, and even those who did realize had little idea of what was involved. Only a third of the students knew the lecturers had administrative duties.

Nine out of 10 of the students thought their lecturers had had some form of teacher training; and many had unrealistic ideas about the number of hours spent on teaching. A quarter thought that lecturers spent more than 50 hours a week on it.

These misconceptions may have serious implications, the authors say.

The vocational aspect of education no 67. August, 1975. Copies from: The Business Manager, *The Vocational Aspect of Education*, Bolton College of Education (Technical), Chadwick Street, Bolton. 80p.

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Italy

Unions split over pay strategy

from Dalbert Hallenstein

VERONA

In the past few weeks Italy's 52 teachers' unions have never been so divided. At the same time they have been rapidly polarizing into two opposing blocks.

One block consists of the so-called "autonomous" unions: representing sectorial and professional interests, with no official political ties. The other is represented by the confederated industrial unions, which are closely tied to the Communist, Socialist and Republican parties.

The autonomous unions consist of dozens of tiny associations representing different categories of teacher.

The existing strength in the autonomous unions is centred in the secondary schools, where the only large autonomous union (Sasmi) is so strong that it can paralyse Italy's upper secondary schools when it calls a strike.

The confederated teachers' unions are still theoretically divided into the three political groupings (CGIL/CISL/UIL) which historically make up the great industrial confederated unions, but almost always act together as one unified teachers' union. They are especially strong in the elementary schools, where the teachers tend to come from a working-class or farming background.

The hostility which has always existed between the two teacher blocks has been exacerbated in the past year by the present Government's tendency to bargain almost exclusively with the confederated unions.

It was with the confederated unions last June that Sr Franco Maria Malfatti, Education Minister, eventually came to an agreement on salary increases for teachers, and significantly the increases mainly benefited elementary teachers, leaving upper secondary staff with almost no improvements.

The autonomous unions bitterly resigned themselves to last June's agreement, knowing that they could bargain for a salary increase this school year, before the secondary teachers' contract expires in June, 1976. However, in the past month the Minister has continued to deal almost exclusively with the confederated unions: and the autonomous unions suspect that a general agreement has now been reached to limit salary increases over the next 12 months.

The autonomous teachers' unions fear that this "general agreement" could destroy their hopes for considerable increases next year. So when Italy's hundreds of other autonomous unions decided to call a general strike last week to protest against the Government's current practice of bargaining exclusively with the confederated industrial unions, the autonomous teachers' unions joined in.

Inevitably only the upper secondary schools were seriously affected, demonstrating once again the ruinous political and social divisions which divide and weaken the Italian teaching profession. But further unrest looks certain.

Independent music

The Regio Theatre of Turin, the [illegible] society, has announced that it intends to expand its already ambitious musical education programme for this school year.

Last year the Regio organized 170 concerts and demonstrations in which 750 schools from Turin and the region of Piedmont participated. More than 80,000 pupils were involved.

The initiative is just one example among many others now being set up throughout Italy by local groups and governments to substitute for the failures of a State school system which shows little sign of being able to carry out the reforms it has been promising for decades.

Only last February, for example, Sr Franco Maria Malfatti, Education Minister, announced imminent changes in state school musical education. Since then not a word has been heard of the project.

Norway

90% of 16-year-olds expected to stay on

from Mike Duckenfield

OSLO

More than nine out of every 10 16 to 18-year-olds are expected to receive a secondary education as a result of Norway's "school reform of the century", which is to be put into effect over a 10-year period starting this autumn.

Costing an estimated 2,200m Nkr (£190m), the reform integrates the present diverse and complex network of academic *gymnasia* and vocational schools into an expanded three-year comprehensive system based on schools of further education (*videregående skoler*).

The new structure was adopted in principle by the Norwegian parliament in June last year following 12 years of debate and experimentation. It will officially come into force from January 1 next year, though local authorities and schools with adequate amenities have been allowed to start making changes with the start of the school year.

Detailed guidelines on how the Government intends to introduce the reforms were outlined in a 250-page report presented to parliament by Mr Bjartmar Gjerde, Education Minister, this summer.

Under the Act, the traditional pre-university three-year *gymnasium* courses, which at present cater for about one-third of leavers from the nine-year comprehensive schools (*grunnskoler*), will be integrated into a unified structure on equal terms with the new vocational courses.

Prior to the reform, vocational courses ranged from six months to three years and combined theoretical instruction with practical training in school workshops, industry or on board ship—often in connexion with the declining apprenticeship system.

About 22 per cent of school-leavers enrol in the handicrafts and industry schools and another 18 per cent enter clerical and commercial schools.

In future, schools of further education will offer one and two-year basic courses and one and two-year advanced courses. Each will stand as an entity on its own but will also fit into a three or four-year study programme.

The intention is to create flexibility of transfer between the general and vocational courses prior to specialization at the advanced level. Also, it will allow students to take time out in the middle of their studies to work for a number of years if they wish.

By 1986 it is expected that 34 per cent of students will be taking general studies, 27 per cent commercial and clerical studies, 27 per cent handicraft and industrial subjects and 9 per cent home economics. The remaining 3 per cent will be spread over agriculture, navigation, practical social subjects, physical education, the arts, and fishing and maritime studies.

Flexibility of transfer is a key aspect of the reform as, at present, choices of post-grunnskole course usually imply a choice of career level also—a distinction which has been sharpened by the increasing use of school-leaving marks to judge entry to secondary education since the school-leaving age was raised to 16 in the 1960s.

Following the reform, all school-leavers will have the right years' secondary schooling, avoid discrimination in the years, when places will no ficient to meet demand, lo orities will have to impose entry requirements for both and vocational courses wi area.

The 17 county education which administer secondary tion, will be able to deci own admission rules. practice, it is thought th school marks or age (or b decide entry. If age is u not expected that would be would have to wait more year.

By 1986, when the refo expected to be virtually c there will be places for 91 (180,000) of the projected 16 to 18-year-olds follo creation of 45,000 new the rate of 4,500 a year, of whom will be on courses.

Mr Bjartmar Gjerde: fun

A second key aspect of form is decentralization, authority and physical school. The increase in places during the 1960s and 1970s, although favouring more sparsely populated left marked regional dispa

Thus, while the number of *gymnasium* pupils during the to 1972 increased by 155 per in northern Norway and 95 per in western Norway, again national average of 75 per c the end of the period there still only 22 per cent of school-leavers entering compared with about 50 per of their Oslo counterparts.

To help redress the balance halt the drain of young from the countryside, not on more schools be built in the and west, but not all schools have to offer a full rang courses, and no school wi allowed a student intake of than 450.

The new decentralized will also be a democratic School councils will consist of teachers, two pupils, two of the county boards and one ber of the non-teaching

Australia

Commonwealth broadcasters call for more cooperation

from John Kirkaldy

SYDNEY

The first-ever Commonwealth education broadcasting conference has been held here, attended by 218 delegates representing 32 member countries of the Commonwealth. Among Britain's 12-strong team was Sir Charles Curran, director-general of the BBC.

The conference was sponsored by the Australian Government, the Commonwealth Secretariat, the Commonwealth Broadcasting Association and the Australian Broadcasting Commission.

It recommended the setting up of a monthly broadsheet on educational broadcasting and called a greater degree of cooperatio exchanging material and info tion between members. Four should be standardized to fac exchange.

The conference also demanded that the Commonw Secretariat set up a visual audio programme bank for Co wealth distribution. As a first in the creation of this bank committee should be establish which all Commonwealth co should provide a list of ma currently available.

Germany

% spending cutbacks hit udent grants hardest

uid Dungworth

al Government spending on en will be cut by DM476m (89m) next year, a drop of er cent compared with 1975. ost severe economies will be sector which accounts for gest share of the education 148.2 per cent)—student At DM1,880m, they will he state over DM200m less 6 than during the current

resent about 45 per cent of German students and 35 per f pupils in upper secondary s who live away from home t financial assistance under Federal Training Support Law, otal cost of this provision, 65 cent of which is met by the ral Government and the res by the *Länder*, has more quadrupled since 1971.

iew of the economic situation, Government has decided to one the biennial review of s due next autumn for a fur 12 months. They will, however, sed by 10 per cent in October, when the full rate will become 50 a month.

portion of the grant which d as a loan will be increased DM70 to DM110 for students at home and from DM80 to for those in other accommo. The proportion which they uently have to repay will e about 25 per cent for students in receipt of full grants, and 100 per cent for those who ed less.

her economies will accrue changes in the method of calg parental contributions. ax exemption is now allowed first 40 per cent of parents' e plus 5 per cent per child, next year onwards only the 22 per cent plus 10 per cent child will be exempt. This will families with more than children but mean higher con from those with fewer three.

ants to post-graduates, of which Federal Government now pays 75 per cent, will be replaced entirely by loans. From January, the rates will be DM800 a month for single students and DM1,000 a month for married students.

Repayments will begin not later than three years after completion of studies and must be in equal instalments of at least DM100 a month over a maximum period of 15 years. A student who achieves a particularly high standard in his PhD will have to repay only 70 per cent of the total amount. As in the case of undergraduates such loans will be free of interest.

Although the Government claims that the changes will give greater assistance to students from poorer families, the West German students' union, the *Vereinigte Deutsche Studentenschaften*, maintains that the real value of grants will have fallen by 20 per cent before the next review takes place. The teachers' union, the *Gewerkschaft Erziehung und Wissenschaft*, feels that they will lead to a decline in the proportion of students from working class homes (at present 11.4 per cent), and has called for annual increases in grants in line with the cost of living.

Except for more modest reductions in the university building programme and the amount earmarked for educational planning, the sums allocated to the main areas of education are roughly the same as a year ago. These include research carried out by institutions of higher education, the building of student halls of residence and model experiments to reform courses of study.

The only sector to show any substantial growth is vocational training. Its share of the 1976 budget, DM150m, is exceeded only by the allocations for grants, research and higher education. The largest single item is DM80m for regional vocational education centres—DM5m more than in 1975—with a further DM44m for projects designed to improve the standard of apprentice training.

Republic of Ireland

New deal for apprentices

m Maurice Hennessy

DUBLIN

ew apprenticeship system will e into operation in September, Mr Michael O'Leary, Minister Labour, has announced. The e, based on recommendations AnCo, the Irish Industrial Train Authority, will entail a reduc in the training period from five s to four and provision for one "off the job" training for all rentices.

programme will concentrate training unemployed schoolers and young persons in comty projects. After a short d of induction in an AnCo ing centre recruits will take in such work as renovation of people's homes, restoration of parks and laying out of play.

part of the pilot programme local authorities are identifying suitable schemes and are cooperating in providing materials and equipment. Depending on the success of the scheme it will be extended to other areas of special needs with increased numbers of young people participating.

It is anticipated that before Christmas approximately 100 young people will be in training with these special community tasks in mind.

As a result of the changes in the regulations for the European Social Fund it is expected that funds will be available from this source to pay wages during the off-the-job training.

The courses will run for 46-48 weeks and apprentices will work a 40-hour week. Those living away from home will be provided with accommodation but will have to make a £3-a-week contribution.

uth Africa

Unions urge conditions probe

m Louis Hotz

JOHANNESBURG

and English-language each with their separate tions, have joined forces in for a national commission uire into the state of educa in South Africa, which, they is approaching breaking point.

The initiative for the move has from the 12,000-strong Afri Teachers' Organization in the nsvaal (TO) and it has been orsed by the English-speaking svaal Teachers' Association.

In a statement, the TO demanded pt action on the statutory ognition of professional status on the establishment of a South ican Teachers' Council.

e also called for a teachers' ding system which would "command the confidence and support of the profession" as well as acceptance that the salary and job structure of the profession was of a distinctive character of its own and should not be determined by normal public service standards.

The teachers' representations were met by a brief official statement saying they would be considered "in due course". This reaction was sharply criticized as inadequate by both the English and Afrikaans Press, which has adopted a very sympathetic attitude to the teachers' case—all the more so as the Federal Council of Teachers' Associations has at the same time announced that it will not insist on immediate pay increases in view of the Government's current anti-inflation campaign.

United States

Improvement in 'functional literacy'

from Alison Wolf

WASHINGTON

The latest report from America's Federally-subsidized National Assessment of Educational Progress shows that, although 87 per cent of young adults have or have had a bank account, only 16 per cent can balance a cheque-book correctly, and that most also have trouble determining the cost of carpeting, the relative price of packaged goods, or the correct charge for a taxi fare.

However, the report also shows that, at a time when the scores on college-entrance examinations have hit a record low, the degree of "functional literacy", as measured by tests using newspapers, maps, bills, advertisements and labels, has shown a slight improvement since last measured in 1971.

Every year since the programme began in 1969, between 80,000 and 100,000 children, adolescents and young adults have completed the exercises, which are intended to test their knowledge and practical skills, and look at the effectiveness of their education.

Mathematics, reading, writing, science, social studies, music, art, citizenship, and career and occupational development are all tested, with two areas being assessed each year on a revolving basis.

Samples of 9-year-olds, 13-year-olds, 17-year-olds and young adults between 26 and 35 are involved, with each taking only a portion of the exercises.

The programme is administered by the Education Commission of the States, representing 47 of the 50 States, which bear primary responsibility for education in the country.

Reported on so far this year are the mathematics assessment and a special report on functional literacy conducted for the Office of Education.

Among the questions asked of 17-year-olds and adults was which of these packets of rice offered the lowest price per ounce: 12 ounces for 40 cents, 14 ounces for 45 cents, 1 pound 12 ounces for 85 cents or 2 pounds for 99 cents.

Another question asked them to calculate the correct charge for a car parked from 10.45 am till 3.05 pm in a car-park which charges 35 cents for the first hour and 25 cents for each additional hour or fraction of an hour.

Although the adults performed rather better than the high school students, many consumers clearly lack basic mathematics skills. Only 57 per cent of adults answered the parking question correctly and only 32 per cent of women and 45 per cent of men identified the cheapest rice.

NAEP reading tests showed that the percentage of 17-year-olds qualifying as "functionally literate" has increased. The average number of respondents giving the correct answer to a literacy test item rose from 87.7 per cent in 1971 to 89.7 per cent in the most recent tests.

Black 17-year-olds showed above-average gains of 3.6 per cent points compared to the 1971 sample, but continued to trail their white contemporaries, with an average of 75.8 per cent answering correctly.

The survey was conducted as a follow-up to a 1970 poll conducted by the National Reading Council, which shocked educators and the public. On a test using basic application forms to test literacy, responses indicated that 18.5m adults were functionally illiterate, and that 7m young people under 16 would become functionally illiterate adults.

Hong Kong

Sex teaching boost

Sex education may become part of the common course of study for secondary pupils by 1977 if an experimental syllabus now being introduced in 52 schools proves acceptable. The sex education programme is part of the social studies syllabus—a new subject that includes elements of geography, history, economics, public affairs and health education. At present sex education is given in "Health and Welfare" classes.

France

State to plough more into university sector

from William Farr

PARIS

University enrolments for the new academic year look like showing a levelling off in numbers compared with the huge increases of 10 years ago and some marked changes in distribution by disciplines.

State expenditure on running the 75 universities, the 60 university institutes of technology and the 153 *grandes écoles*, to which entry is strictly limited, will be 15 per cent higher than it was in 1974 and a further 17.2 per cent higher in 1976. Five hundred new posts will be created this financial year and a further 1,000 on the 1976 budget together with 1,200 upgradings of existing posts.

The Government is also increasing grants to students and subsidies to university hostels and restaurants by £10m. There will, too, be increased capital expenditure on buildings and equipment, according to figures released last week by M Jean-Pierre Soisson, Secretary of State for Universities.

M Jean-Pierre Soisson: expanding.

Enrolments, still coming in from some universities, are expected to be around 800,000 as compared with 750,000 last year. Initial new enrolments are around 160,000, which is an increase of 2.2 per cent. Enrolments are still larger for the 13 Paris universities than for all the others, 3.3 per cent as compared with 1.9 per cent.

While initial enrolment for letters, humanistic studies and the arts is still 30 per cent and top of the total, it is down by 3 per cent on last year. The natural sciences are up by 6 per cent and the economic sciences by 7 per cent in Paris but down by 4 per cent in the provinces. Enrolment for the new two-year general diploma DEUG courses in economic and social administration and applied mathematics and social sciences are up by 25 per cent.

M Soisson said that in view of the very large increase in enrolments for pharmacy, as high as 20 per cent in some universities, he was studying with the university president the introduction of a selection system similar to that for medicine.

Experiments in courses alternating between university and a job like those carried out in Lille and Metz were to be undertaken by three more universities. Special funds had been provided for 21 universities to organize preparatory courses for workers who had left school without the *bachot* and who now wished to go to university.

M Soisson said that his primary preoccupation was to promote the autonomy of the universities in their choice of programmes and in the use of funds allotted to them. For 1976 each university would be asked to choose three to five priority activities within their programmes which they would finance within global funds to be allotted to them.

The Minister thought that financial allocations should be fixed for the largest part on two basic criteria and for the rest by reference to priorities established by the university.

The first criterion, as now, would be the physical size of the university's buildings. But in place of the present criterion based simply on total enrolments, he proposed a criterion based on standard ratios between numbers of students and numbers of teaching and administrative staff.

Thus in the sciences, for example, it was suggested that the staff level required for up to 2,000 students was higher than that required for 2,000 to 4,000 students, but increased after that because of the number of research students. In letters, on the other hand, the staff ratio required decreased in relation to the number of students. Similarly the ratio of administrative staff required varied according to the disciplinary structure and physical size of the university.

A meeting of the Standing Conference of University Presidents last week gave its approval in principle to the new criteria. But at the same time the conference called for more funds to be made available.

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War of the sullen and the cynical

Sir,—Having returned to secondary education after 15 years in primary and special education, I am appalled by what I find.

The restless sets of sullen, apathetic, coarse languaged youngsters who daily create cumulative administrative problems by absenteeism, by diversity activity within lessons, and by sheer vandalism, bear no comparison with the difficult youngsters of the 1950s who, despite their problems, found nothing amiss in being on friendly terms with their mentors.

The heavy-eyed, cynical, harassed members of staff, dissipating their energies upon producing, circulating and interpreting day-to-day missives concerned with the amelioration of eventualities resulting from human frailty *en masse*, are by no means the same kind of teachers who, 15 years ago, had a meaningful relationship with every pupil in the school, and regarded their primary task as that of teaching.

I find the blind faith of PRISE sponsors in the comprehensive system incredibly naive, and their belief that it will enable teachers to make full use of their skills, experience and knowledge, dangerously complacent.

Nor am I alone in my appraisal. Reports received from other parts of the country suggest that the embryonic warfare in many schools is on the increase and is likely to lead ultimately to the graduation of urban guerrillas who will preside over the cultural demise of our cities and our civilization.

If, as you say in your editorial, the comprehensive schools are here to stay and must be made successful, massive changes must occur. However, these changes will involve not just reform, but basic shifts in the philosophy of secondary education. Perhaps the most fundamental requirement is that we should cease to regard it as a compulsory incarceration of a particular age group and substitute a voluntary system which may be entered by the pupil at his parents' discretion any time after 13-plus.

It is time we stopped pretending that the present system is providing a truly comprehensive education and began to look at possibilities beyond comprehension, if quality is to be restored to our lives.

LEWIS WATLING,
Hall Farm,
Kirby Cane,
Bungay, Suffolk.

PRISE: charter of meaningless abstractions . . .

Sir,—It was inevitable, I suppose, that PRISE should take over the sanctimonious assumption of rectitude so recently assumed by the *heads* of traditional grammar schools. We could, though, have hoped for a more useful document than their charter. It is in the mould of most school syllabuses—full of unexceptionable abstractions of no practical value. It is impossible to disagree with most of it, as it is impossible to know what it means, but with a moderate degree of supposition we can try.

We learn in the preamble that PRISE believe that, in the 1970s, "a fully comprehensive system of secondary education is not only desirable, but inevitable". St Julian Stevas and Boyson, you have lost! However, as PRISE believe this is inevitable, it does make it look as if their organization is a sorting of the ranks to be at the head of the new orthodoxy rather than a struggle to keep alive a beautiful ideal.

Later we hear that looking back to the "imagined or former benefits of a selective system is harmful; whether we are parents, pupils, teachers, politicians, trade unionists or employers". I am disturbed by the inclusion of the last three categories. It is more pandering to the current myth that these three groups have some special place in our society that makes their educational suppositions more valid than, say, grocers, gamekeepers or curates. Certainly most of the views of employers and trade unionists that I have heard have been notable mostly for their crude utilitarianism.

The first heavy print heading is "Children want to learn". This well-known slogan is based on sentimentality. Some adolescents do not want to learn about many things at all (most of the healthy ones, perhaps), whether one blames the school, society, their genes, or the little man in the off-licence at the corner for this. In any case, what do they want to learn? If it is a monomania for learning about building plant, is even a super PRISE school the best place for doing it? Some people even believe adolescents can learn what they want to learn better by going into the broader society than by staying at school.

It would be possible to go through paragraph by paragraph showing how essentially meaningless all these abstractions are. "Intellectual, emotional, social, moral and creative development." I think that covers everything; a beautiful taxonomy. But of no value until defined in terms of educational experience. I know people who would claim that a valid part of a child's emotional development is feeling fear of authority and part of social development accepting that school uniform is worn. Is this what PRISE are after?

Even accepting the limitations imposed upon a charter, the particular meaninglessness of this one is pointed by one desire. "We want schools which . . . are democratically run." After whose example, I wonder—the great democracy of the United States or the great democracy of the USSR?

It would have been more useful to have formed a body to examine educational phenomena in comprehensive education, rather than conducting more debate on these well worn intellectual lines. It could be called SURPRISE, not only because it would be, but because its value would be above that of the sub-philosophy and trivialized sociology of this charter.

J. C. HUMBERSTONE,
4 Coombe Lodge,
Warren Walk,
London, SE7.

Sir,—"PRISE believe that in the 1970s a fully comprehensive system of secondary education is not merely desirable but is also inevitable." (*TES*, October 17.)

There is, on the contrary, nothing inevitable about it: we can choose to go comprehensive or not. I hope the drafters of the PRISE document will not mind being reminded that a weathercock, although very good at showing which way the wind is blowing, is quite useless for steering a ship.

NEVILLE HART,
228 Upper Woodcote Road,
Caversham,
Reading, Berkshire.

. . . or the potential to become important?

Sir,—I was lucky enough to receive an invitation to the PRISE conference at Islington Green (October 17). An impressive assembly of big names and the accolade from *The TES* of education pundits for anyone invited were good omens. My reaction? The form of the conference was never going to satisfy everyone. Floor discussion was poor and special interest groups spent an hour searching for a basis from which to tackle particular issues. The charter, mysteriously not issued until the day of the conference, meant everything and nothing. When I expressed this opinion in my group, it provoked a pained response" But it took 40 people six months to produce".

The interest and publicity aroused so far, however, supports what I feel—PRISE have touched on an area that needs a more specific focus. Congratulations to Harry Rée for resounding to this. Just as the comprehensive schools committee directed attention to national and local authority policy, so PRISE can bring attention to the systems of individual schools and the practice of individual teachers. This is the place where life chances really are decided.

How it does this requires careful thought. There were the usual pleas for involving pupils, parents, students, ideas of setting up a national organization, Tyrell Burgess wanted signatures to a charter. Despite all this, I detected among the founders of the group a feeling that this was not the best direction to follow. I sympathized with those who searched for a way of sustaining in-depth analysis.

In such a co-operative venture, the aim would be to provide such an intellectual base or legitimacy that schools could not avoid examining present practice. To do this, however, might result in an element of selection among possible participants. A situation that the small Dorking group felt uneasy about. Stephen Hatch suggested something akin to the eighteenth century corresponding societies. Maybe.

For me, PRISE clearly survived their first public viewing. Their origins and aims are exciting. Given the right strategy, it has the potential to become important.

BOB MOON,
Stantonbury Campus,
Milton Keynes.

Liaison in London

Sir,—I was astonished to note that the 1,800-or-so words devoted by you on October 17 to links between [illegible] boroughs made no mention of the liaison committees who have been established between the authority and four boroughs.

The liaison committees were formed at the request of the boroughs concerned—Greenwich, Islington, Hammersmith, and Camden—and provide a forum for discussion of matters of common concern, where either side can put items on the agenda. They are able [illegible] matters that officers by themselves would not have the authority to deal with. We would be happy to extend these arrangements to other borough councils which wanted them.

ASHLEY BRAMALL,
Leader, ILEA.

Places for the services

Sir,—You reported (September 26) that Professor Maurice Peston, adviser to the former Minister, did not know why many children of servicemen attend independent boarding schools. As someone who has spent much of the last 15 years advising service parents of all ranks on this subject, I would like to answer him. It is simply a question of supply. Few boarding places are available in the public sector and many of these are in schools on the direct grant list. The number of local authority maintained places is relatively small, and these are often reserved for local "at risk" children.

The number of servicemen's children in the independent sector proves how unwilling or unable L.e.a.s have been to tackle this difficulty.

T. A. JORDAN,
Mistletoe Cottage,
Felmersham, Bedford.

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Arch-criminal ignored

Sir,—We welcome the initiative of the Mars Health Education Fund in producing a slide-text programme (reviewed in *The TES*, October 10) designed to instruct schoolchildren in ways of reducing tooth decay and gum disease.

But we are concerned that this commendable effort should be marred by omitting the actual naming of sugar as the main causal dietary factor in dental decay. The great weight of evidence and opinion emphatically indicts sugar as the arch-criminal.

The Mars teaching programme text is open to the criticism that some of its melodramatic style in describing the painful consequences of neglecting teeth contrasts strangely with a certain coyness in its euphemistic and cursory reference to the role of refined carbohydrate (i.e., sugar) in decay. S contain large amounts of sug are therefore recognized as contributor to the high decay and tooth loss in the Kingdom.

The Mars Company educa booklet would benefit from objective and balanced prese of these facts, and we hope editions will right matters. then earn them the unq respect of the dental profes those scientists closely co with ways and means of limit ravages of a disease due sugar intake.

W. G. ARMSTRONG
and others,
School of Dental Surgery,
Royal Dental Hospital,
London.

Wide gulf between I and II

Sir,—While one must congratulate Houghton for providing many teachers, lecturers, and administrators with substantial pay awards, it is beginning to look as if some disappointments are already arising out of it.

In further education, lecturer I status is being very quickly reduced to that of the old "assistant lecturer" which the ATTI fought so hard to abolish. The lecturer I, it seems, is grossly unhappy with his salary structure mainly because Houghton saw fit not to provide for him a satisfactory link with his counterpart and colleague, lecturer II, who is enjoying a £1,116 pay differential with the added prospects of sharing the fruits of a senior lecturer's scale.

Like lecturer II, lecturer I is teaching category III work particular specialism but is denied the opportunity of ing beyond the top of his lent school scale 2 post, lecturer II need only do 50 pe of category III work to mo

What all this means, h have created (or rather Ho has created) a "carrot stick" situation with lecture at the top of their scale g as much category III work a possibly can to pass throu senior lecturer. The results not be spelt out, but the emer of a new assistant lecturer is way.

M. L. LEWIS,
114B High Street,
Clophill, Bedford.

Horrors of mixed ability

Sir,—Maurice Holt (October 3) asks how comprehensives have been lumbered with complex option schemes. His suggestion that it is a conscience-salving exercise to blur a distinction is right on target, but I doubt whether it is primarily a distinction between two curriculum styles, as he suggests. To answer the question one must first ask how we got lumbered with comprehensives.

George Walker (September 26) provides the answer when he refers to the comprehensive theory of refusing to categorize pupils: the distinction that must at all costs be blurred is that between *pupils*. This not only accounts for comprehensives but explains their two conflicting lines of development—as being due to two very different, but obvious, ways of blurring the distinctions between pupils.

The first is to refuse to admit that any distinctions exist. This approach leads directly to the common curriculum (mixed-ability version). It ignores both biological and social realities and seems bound to fail. The second is to admit the existence of these distinctions but to refuse to make them. What better than to provide a complex option scheme and make the pupils select themselves? A system of guidance, however cumbersome and inefficient, will help further to salve consciences.

Your contributors reject the second development—rightly, I believe. The lesson to be learned here is the one Dewey himself learnt and described in *Experience and education*, namely, to distinguish between negative and positive freedom. The citizen is only free, in the positive sense, insofar as he understands the forces at work in society. A liberal education is not one based on "baby knows best", but one that brings the pupil in contact with the main areas of the highest human experience, as determined by experienced educators knowledgable in their traditions. Such an education should not be terminated at 13 or 15. Indeed, the increasing complexity of the modern world means its extension into the sixth form.

This approach leads to another version of the common curriculum—the balanced curriculum, discouraging specialism. It has little resemblance to the mixed-ability version, is appropriate for a wide range of schools and has nothing to do with the comprehensive principle at all. It is consistent either with pupils following the same course at different rates raised by George Walker, insufficient attention in or with pupils dealing "essential elements" of the culum in their different vided no concessions are easy substitutes.

The third sense in which "common curriculum" is used a state-directed curriculum. this repulsive because of its torian overtones, but it has adherents. To confuse the senses of the term will certainly to the educational confusion.

Patrick Davis (October 3) a welcome note of reality by minding us of two classroom ties—calm and order. For if ica is any guide, the present down of school discipline is in its infancy. It is interesting note that in many areas, mixed-abili teaching has arisen directly from failure of class discipline, as beyond control are hopefully persed.

The rub is that the equality chants, who peddle the idea of mixed-ability grouping, must the blame for poor discipline their advocacy of the replacem of the canon of the hierarchy values by the canon of the trum of values. If it is genera believed that teachers' values better than those of their no amount of curriculum theory is going to help us. flood gates of permissiveness will open, and dispersal of difficult pupils will become irrelevant.

The crisis in education is a of will on the part of society. teachers and parents do not standards and assert values the will continue. Alistair Cooke, in *America*, says the rage to that the secret of liberty is found in 'general permissiveness from the cradle on'. Is a sentimentality, capable of destroying America. We are still in a good tion to rid ourselves of this other dangerous sentimentalities we are willing to learn from can experience.

FRED NAYLOR,
2 Kingsdown House,
Box, Wiltshire.

Holidays and oly ways

—Your columns repeatedly that DES forecasting of student training for the next half de in the colleges of education causing much anxiety among ge principals. Last week, in con ion of the article on the "small " to the colleges (October 17), noted the comments of one cipal who claimed that the DES a habit of issuing important lars during the summer holiday period.

Saturday, October 6, 1973, the forces of the Middle East ck at Israel and started what now referred to as the Yom Kippur War; on Sunday, December 7, 41 the Japanese fleet air arm ruck at American forces based at arl Harbour. On both occasions attacks came during a holiday eriod. History has, no doubt, other mples to give; is it any wonder colleges are fighting a losing rearguard action?

KE KNIGHT,
lt education tutor,
im Adult Education Centre,
ord.

—In the discussions about the future of certain colleges of education, two points clearly emerge.

Firstly, colleges in heavily populated urban areas are the ones most advantageously placed for training teachers for jobs in the 1980s; in such areas there is no marked decline in birthrate.

Second, it is important that there should be colleges easily accessible to men and women students who have themselves been pupils in urban multi-racial schools.

The Church has still a valuable contribution to make to the training of teachers. Its colleges are institutions with a sense of identity and purpose, having a strong tradition of service to the community. For the Church or DES to close colleges in underprivileged urban areas *would be failure* to recognize where *the needs* of schools will be greatest over the next 20 years.

ANNE BRERETON,
12 Norham Gardens,
Oxford.

But mother knew best

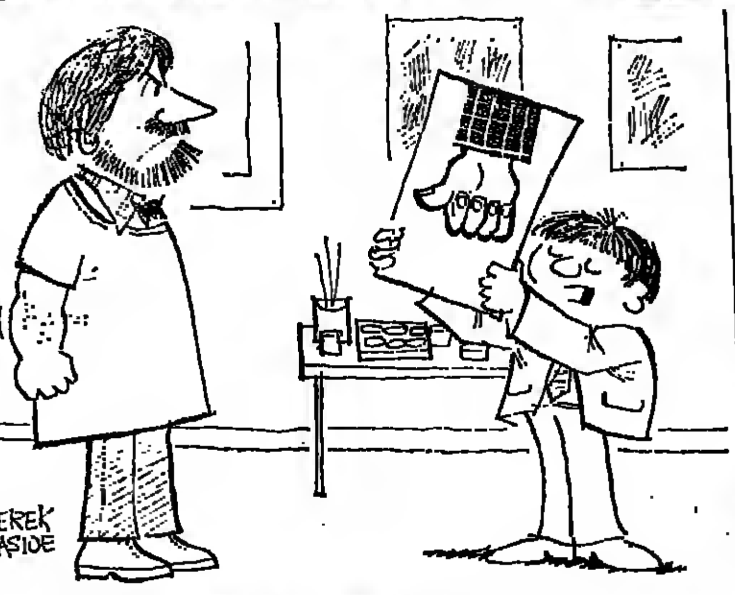
Sir,—Last year I visited the International Reading Association in New Orleans. There, in a vast hall, I saw several hundred stalls each offering with its own particular commercial device to make a massive contribution towards pre-natal reading.

I was under the impression that these unnecessary allurements, and the disillusionments which accompany them were relatively new, until I came across this sentence written some time ago by a distinguished Yorkshire lady, Charlotte Brontë:

"He learned to read in the old-fashioned way out of a spelling book at his mother's knee, and as she got on without driving by that method, she thought it unnecessary to buy him ivory letters, to try any of the other inducements to learning now deemed indispensable."

Most good infant teachers that I know would support this attitude.

ALEC CLEGG,
Cam Lane,
Saxton, Tadcaster.



"It's a figurative interpretation of the emotional interaction of a pupil-teacher relationship."

Facts about physics queried

Sir,—Having read Brian Woolnough's letter, "Happy facts about physics" (September 26), several times, I have yet to identify any real reasons for happiness.

He comments on the gloomy forecasts, which have been appearing, regarding the swing away from science, and almost in the same breath, seems to conclude that they are erroneous, mainly due to an increase in O level physics entrants for 1973 as compared with 1968. He neglects the other science and applied science subjects, and dismisses the comparative decreased entry for A level physics as being due to the intellectual "demands" made by the subject.

It is well-known that statistics can be used to demonstrate a case to one's own advantage, but even so, Mr Woolnough's figures do not tell us much. He has provided information regarding the Summer entrants to O and A level only in 1968 and 1973 (not the period 1968 to 1973, but the particular years) and assumed that because there was an increase in the 1973 physics O level entrants as compared with 1968, that there is no swing away from physics (or science?).

Surely this is far too superficial an observation. Not only is it necessary to inquire into the reasons for the increased entry over a period of time, rather than two distinct years, but also, the grades relating to the effective pupil performance in the examinations should be considered. Furthermore, the popularity of subjects and the attitudes to areas such as science and technology cannot be evaluated like the accounts of a company whose success often depends on profit and loss. (How is it possible to measure young peoples' attitudes towards science and technology, or even physics alone, in terms of a not very significant increase in the number of entrants to examinations?)

It is dangerous to generalize on the basis of a few scant observations in relation to one subject and glibly dismiss the opinions of higher education and industry who have demonstrated a great concern at the swing away from science and technology.

Perhaps Mr Woolnough would be better employed examining national needs and trends and then relating these to the attitudes of the young people who find it hard to see the significance of science and technology in our present society. If he did this he may realize that, although there has been a certain increase in the numbers being admitted to undergraduate science courses, there are still great difficulties in attracting a fair share of our high calibre and well-motivated young people towards the sciences.

ALLAN SENSICLE,
Director,
Tayside Schools Technology Centre,
Dundee.

Sir,—How very interesting to see the way that different people interpret the same statistics. A. W. Pell (October 10) quotes some figures showing the percentage of pupils who having attained an O-level pass in a subject went on to study it in the sixth form. He notes that the percentage who go on to study physics in the sixth form is less than it was 10 years ago. Clearly the reasons for this do need to be looked at closely.

What he fails to comment on—and this is what struck me most from these figures—is that the percentage who continued with physics into the sixth form is greater than for any other of the major subjects. At the sixth form choice stage a higher percentage still choose to continue with physics than with any other subject. There may well be much wrong with O-level physics, but these figures are not the ones to support that argument. To use them to support the thesis that pupils are dissatisfied with O-level physics must logically extend to their being even more dissatisfied with every other subject.

BRIAN E. WOOLNOUGH,
Department of Educational Studies,
Oxford University.

Community education—at community level

Sir,—Community education may be a Cinderella at the moment (October 17) but there is every indication that it will stand up proudly, even without the aid of a governmental Prince Charming.

Certainly, as David Watts points out, community work is fragmented. "Professional jealousies are unfortunately rife in the social services"; the solution is not to be found in "centres of chrome and glass". Equally certainly, there is a schism between academic and teaching methods and the practitioners.

It is unfortunate that community work is already developing an academic mystique and we are beginning to see a steady flow of literature exploring techniques, methodology and skills. But the most effective and long-going community work learning is achieved in the doing. Academics must learn to close their textbooks, put down their pens, and send their students out, not with sociological questionnaires designed to discover how many three-legged old age pensioners there are in the area, but with the freedom to roam at will, observe what they will and participate where they can.

While the academics argue and pontificate about objectives (for whom?) and values (whose?), community work is alive and well and growing in strength throughout the country. Tenants' associations, squatters, parents interested in play schemes, teachers, trades unionists, women's and citizens' rights groups abound. Among them are people, trained or otherwise, with skills in organization and negotiation. They do not participate in college or polytechnic courses, regarding them as irrelevant and far removed from the practical issues they face individually and jointly. Far too often, when they do approach a course, they are turned away because they lack entrance requirements. Certainly, again, they will not read the emerging jargon of the new professionals, though they will and do read their own community based news-sheets.

Community work is about relevant education. Institutes of education need to stop paying lip service to "meeting people's needs" —and start meeting people. And if they listen to them, they might conceivably provide the support and training opportunities that communities are presently searching for and, indeed, discovering for themselves.

JOE BENJAMIN,
North East London Polytechnic.

On the way to literacy

Sir,—The adult literacy scheme now sweeping the country and headed by the BBC shows clearly how major education reforms happen outside our profession.

Five years ago, 70 adults were being taught by about 30 sixth-formers at South Havering College of Adult Education. The numbers surprised everyone and the media helped to publicize the problem.

Gradually, the campaign to get the evening classes for adult non-readers won ground. The *TES* gave us its centre pages in 1971; Sir James Pitman engineered evidence to come before Russell; Cambridge House and South Havering provided the BBC with material for some short programmes.

But it was always the BBC who brought the point home. Their producers, particularly on *Nationwide*, were sympathetic and trustworthy. There was no sensational exploitation of the students, and every effort was made to show the difficulties for a non-reading adult.

Nobody need worry about the size of British illiteracy. The estimate of two million came from me, and I plucked it out of the air. Many adults teach themselves to read after they leave school, and the major difficulty which will confront the tutors is spelling.

No training is needed. I found repeatedly that sixth-formers were always at least as good, and often better, than professionals. Our best tutor was a barrowboy. And no special reading materials are required. In fact, the run of the mill infant books which were thrown out by local schools were all we had for a long time, and all that were needed.

All that the teaching profession now has to do is to stop talking about illiteracy and to get down to doing something about it. In this case, they simply have to let the public get on with it, led by the BBC.

CLIFF EDWARDS,
21 Dorian Road,
Hornchurch, Essex.

Sir,—The Child Minding Adult Literacy Project referred to by Peter Brook (Letters, October 10) is concerned with a good deal more than "12 volunteers to give individual tuition at home or in group sessions". It is an action research project to develop work with childminders who have reading and writing difficulties in at least three major areas, as well as Huddersfield. Two senior tutors are being specially trained for this work and each will train and organize between 12 and 20 volunteer tutors for work in this field—a project force of 120 to 150 tutors.

I fear, too, that Mr Brook is a little out-of-date on the agency allocation to his own organization, HELP. While the agency cannot help with tutors' fees for the tuition of adult literacy students, it can and does do so for tutors who are training other tutors. As soon as it was realized—quite by chance in late September—that part of the application from HELP was for this purpose, the director of the Hereford Literacy Project was asked to put in a revised application. This he has now done, and I am happy to say that an additional allocation of £1,550, which also includes a contribution towards the mobile centre, has been made.

We try to be fair and to clarify misunderstandings when they occur —but we do have to know about them first.

W. A. DEVEREUX,
Director,
Adult Literacy Resource Agency.

Sir,—So the literacy campaign is providing respectable, recognizable, sympathy-evoking evidence of the difficulties and miseries endured by adults who cannot read and spell (Carolyn O'Grady, October 17).

Dyslexia associations have been aware of these facts for a long time. Aware, too, of the torture caused for parents and children when teachers and educational psychologists insist that reading and writing failure are due to social and emotional causes, to maladjustment. Why, I wonder, is that argument not being logically pursued? Why is no one asserting that adults are illiterate because they were emotionally disturbed schoolchildren? Where is academic honesty?

Professor Tizard, whose committee reported on specific reading difficulties, has gone on record this year saying he is prepared to use the word dyslexia to describe children who are severely retarded in reading. He urged parents to pressurize l.e.a.s to bring resources and help into the schools.

Not only must the adult literacy campaign be given the wherewithal to succeed, but vastly more energy, honesty and goodwill must be put into seeing that future need for it diminishes. Too many l.e.a. remedial units are little more than a front. For the most part there is a scurrying around behind the scenes trying to scrape together expertise from staff who have never been successful in remedial work anyway. Most are being instructed by professionals who have proceeded up the hierarchy too fast to learn everything on the way, and hardly any at all have had the benefit of working and training in thorough-going research conditions. Some of the volunteers teaching adult illiterates have more skill than many of the remedial teachers to whom our children are entrusted.

This year cannot see the beginning and end of the fight against illiteracy. There may be disillusion in the next year or two, but the lid is off the can. In future fewer people will tolerate poor teaching in basic educational skills.

MAUD HEATH,
Secretary,
North London Dyslexia Association.

Under the label of dyslexia

Sir,—An experience I had recently shows up the term "dyslexia" in yet another guise—a label to hang you with.

During my work for an adult literacy scheme I met a highly intelligent student nurse, 18 years old. She described herself as "dilectic" and said that when she was seven the child guidance clinic had told her she would grow out of her reading difficulty. At 16, at the same clinic, a new psychiatrist told her she was dyslexic and, unfortunately, it was too late to do anything about it. Furthermore, he would write no letters to examination boards to explain her "handicap" because "You must learn to live with it and be realistic".

I found she could read well, preferring to use contextual cues to phonic ones. She read a passage from the *Daily Mirror* with a reading age of 11—anyway, she could read. She wasn't very good at spelling, though her mistakes were generally reasonable — confusion between "ea" and "ee", etc, the sort of thing people in my job meet all the time. Using finger tracing she quickly learned to spell the word "dyslexia" and left my office feeling fairly cheerful.

How can anyone justify, logically or any other way, the assertion that there is a limit to how much of something you can learn? Learning is not a tunnel walled up at the end—you can always go further. I suppose the last thing we learn is what it is like to die. There are enough people with real handicaps, mental and physical; why invent new ones with which to burden people who have nothing wrong with them (except the professional ineptitude of their teachers and psychiatrists, accumulated year upon year)?

MARTIN GOOD,
21 North End,
Meldreth, Royston, Herts.

Sir,—I am a 17-year-old dyslexic and I have been reading your article by Tom Crabtree.

Regarding "the fable of dyslexia", I have found the knowledge that I am dyslexic an enormous relief. It has been my only motivation to carry on in the face of failure and rebuke by my teachers and by my fellow pupils, who still make cutting remarks about my spelling and presentation of essays.

Ever since my parents told me of my IQ and that I was dyslexic, it has been a great comfort to me to know that I was not as stupid as I seemed at school, but even so, I feel frustration in not being able to express my intelligence in writing. I have, for example, had to have help in the writing of this letter. The knowledge of my disability, though, has given me the courage to try to win through.

B. S. BENNETT,
Rendalls,
Harrow, Middlesex.

Sport

Costs soar with the climbers

by Alistair Burhan

The days have long gone when a good day's mountaineering needed no more equipment than an old hacking jacket and a pair of well nailed boots. Gone too are those long crocodiles of schoolchildren in wellingtons and street shoes stumbling over the hills without a pacamac between them and the first shower.

Now they proudly wear anoraks day and night, rain or shine, and have at least a share in a pair of boots. For the past decade mountaineering has been one of the more fashionable school activities. Outdoor Pursuit centres have sprung up round every bump that could be called a hill.

With these centres came equipment. Until then most mountaineering tackle had been borrowed or adapted from other fields. It was reasonably cheap. When manufacturers realised the potential of the mountaineering market there quickly appeared a large and still expanding range of hardware. Being specialized equipment fit only for mountaineering it was more expensive and "absolutely essential".

With the new equipment came attempts to formalize the rules. Know this and you will be a mountaineer, do this and wear a badge, carry the kitchen sink and move up to the first division.

In some circles kit became synonymous with safety. A walk across the road needed rations for a week, a radar reflector (if not a SARAH beacon) and the largest boots available. Quantity became confused with ability, killing spontaneity, making the simplest stroll fraught with enormous imagined dangers and pompously camouflaged as an expedition.

In this over dramatic atmosphere, justifying expenditure on equipment was too easy. Mountaineering will always have an element of risk. Second rate or suspect equipment will obviously increase this risk. No one would argue that good equipment is not necessary, but where is the line between indispensable equipment and optional extras? The easy answer is not to draw a line at all but to buy the lot and to be seen to avoid an avoidable risk. Who cared when the money was always there?

But mountaineering has not escaped the effects of inflation. In 1971 the basic equipment for one hillwalker cost £50. Today the same equipment costs more than £80. A party of 15 properly equipped schoolchildren tramping over the hills now represents an investment of £1,200 and that does not include the cost of rucksacks, ropes, maps, compasses and emergency equipment.

Camping gear has been subject to increases of the same order and rock climbing seems even worse; a rope that cost £14 in 1971 has now reached £35! For £1,200 a school could outfit seven football teams or buy 500 textbooks (more than enough for sixteen classes)—or put the deposit on an extra teacher.

It is not as though all this money was a once-for-all outlay. With care regularly used kit may last two or three years. Pooled equipment belonging to everyone and cared for by none will have a shorter life. Take into account the cost of instruction, subsidised transport and accommodation and, whatever way the figures are juggled, mountaineering as a school activity cannot be cheap.

It is easy to prattle about the great value of developing character and initiative, presenting a challenge or widening horizons as though by some kind of sympathetic magic trudging through the hills will infuse children with socially acceptable behaviour.

Such wide-ranging claims are attractive and persist although there only supporting evidence is the ubiquitous lad from the slums who, after struggling through the day, exclaims: "I never thought I could do it, sir", and thereafter leads a life of excellence and example to all.

Such lights on the road to Snowdon are about as frequent as those on the way to Damascus. George Leigh Mallory, of Everest fame, once likened a day's climbing in the Alps to a symphony. Not much there about character or challenge but plenty on enjoyment.

On the rocks at "Rammer's Route", North Wales.

If the attraction of mountaineering is the fun of doing it, then it has become a luxury schools can no longer afford. l.e.a.s will take a lot of convincing that it should have any priority over other commitments when teenagers are leaving school with what are, euphemistically, called "reading difficulties" and are barely capable of the simplest arithmetic.

Ironically, the arguments that once opened the coffers can just as easily be used to close them and who could honestly complain when the present climate of educational austerity sees class sizes once again growing dangerously large and facilities severely restricted.

Mountaineering will not disappear from the curriculum overnight, but there must be a careful reappraisal of its role in schools before present equipment reaches the end of its useful life and cannot be replaced on the same generous scale.

16 ESSA records go

by Stanley Levenson

Records were clipped, broken, slashed and shattered during the English Schools' Swimming Association national championships at Basildon, Essex, at the weekend. At the end of the two-day session 16 events had new records, some of them broken more than once.

Appropriately one of the recordmakers came from nearby Benfleet; Penny Pedley (Deanes School), competing for the first time, reduced the junior freestyle best time to 63.5sec, a 0.8sec improvement.

But a massive 9sec was chopped off the junior girls' medley record by Katie Archer (Godolphin Latymer School), who won in 5min 26.8sec.

One of the surprises was Helen Gilyard (The Grange School, Bradford), little known before last weekend, who set a record of 68.3sec in the intermediate age group backstroke.

This is certain to earn Helen a place in the national youth squad especially as Britain is rather short of top-class backstrokers these days.

The Debbie Hill-Sue Barnard clash in the intermediate freestyle turned out to be a disappointment. Miss Hill (Southampton) won easily in 60.7sec, a record medle say. Experts predict that Miss will be the first Briton to the minute barrier.

David Parker (Bablake S Coventry) did not reach the of the senior boys' ho although he won a bronze in the recent world champion The distance (100 metres was too short for a 1,500 specialist. The champion Richard Burrell (Southampton

Two South London boys Hare (Stanley Technical HS, wood) and Paul Sparkes (Em HS, Mitcham)—were among record-breaking winners. Hare the intermediate 100 metres style in 55.6sec and Sparkes medley in 3min 10.5sec.

One of the most disapp competitors must have been Lerpiniere (Millfield), who record in the senior back hents but was beaten in the by Gary Abraham (Southam in a faster record of 60.8sec.

Like father like son, G Sykes (Coventry), son of th Olympic backstroker Graham, his first important event at E —in the backstroke, junior se

Brothers score judo double

There was a family double for the Sutton brothers at the British schoolboy championships of the British Judo Association held at London's Crystal Palace.

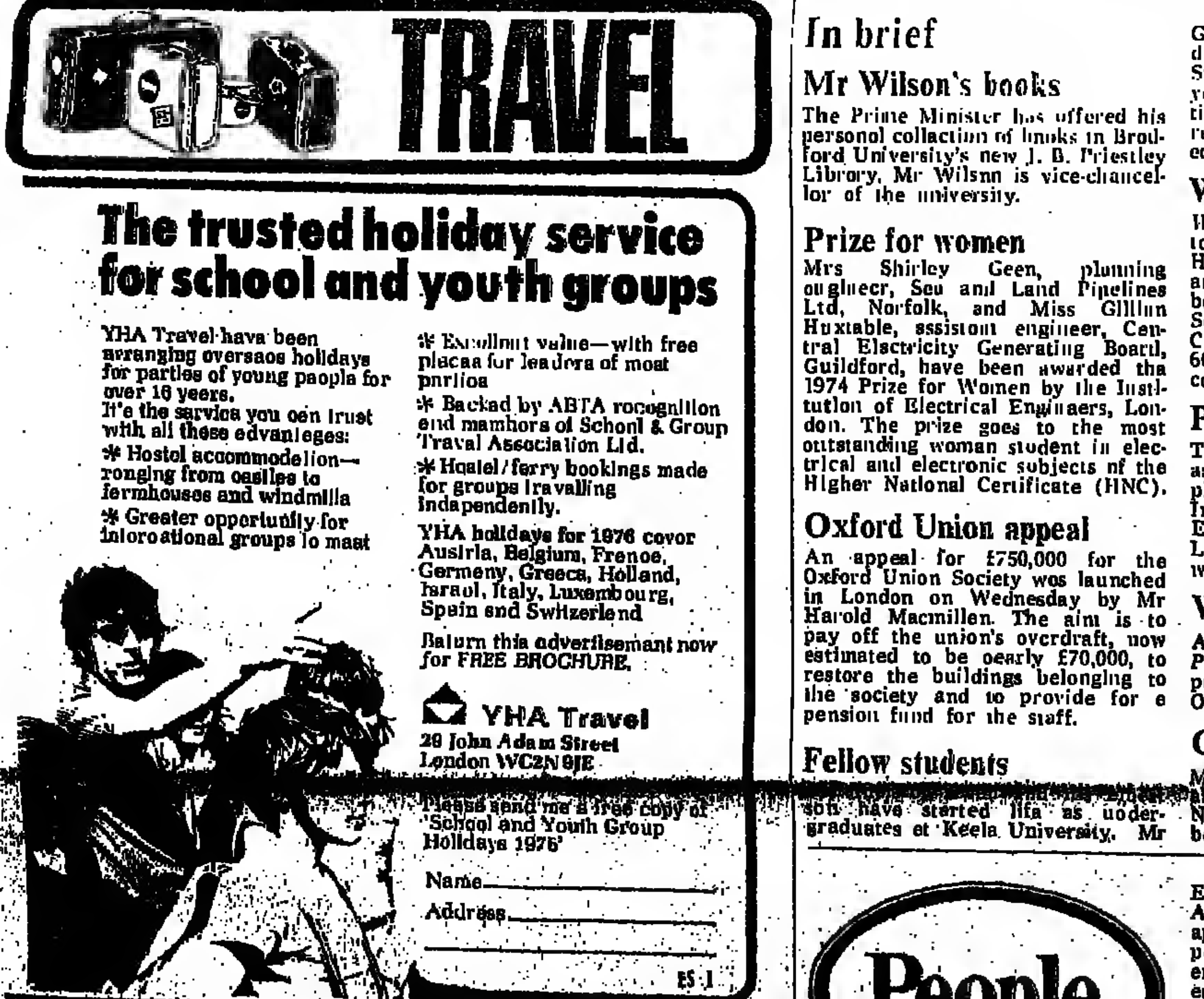
Alan, the heavier, won the under 50kg championship and Ian emerged as the under 35kg champion. Both boys are from the Redbridge Judo Club, Ilford, Essex.

It was a considerable achievement for them to reach the national finals although both have good records. Ian is also the English and Welsh Open and London champion in his division; Alan is Welsh Open titleholder and was a bronze-medallist in the English competition.

Another pair of brothers almost equalled their feat at the Crystal Palace. Andrew Marriott bridget won the under 55k and his brother, Jeremy, gained silver medal in the under section, which was won b Hannon, of Plymouth.

The other winners were M. J (Bracknell, under 30kg), M G (Northern Home Counties, 45kg), S. Lee (Newcastle, 60kg), R. Armstrong (No Home Counties, under 65k Deacon (Midlands, under 70 Terry O'Neill (Brent, London 70kg).

About 500 boys competed two-day championship brought together the cre under 16 judokai.



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In brief

Mr Wilson's books

The Prime Minister has offered his personal collection of books to Bradford University's new J. B. Priestley Library. Mr Wilson is vice-chancellor of the university.

Prize for women

Mrs Shirley Geen, planning engineer, Sea and Land Pipelines Ltd, Norfolk, and Miss Gillian Huxtable, assistant engineer, Central Electricity Generating Board, Guildford, have been awarded the 1974 Prize for Women by the Institution of Electrical Engineers, London. The prize goes to the most outstanding woman student in electrical and electronic subjects of the Higher National Certificate (HNC).

Oxford Union appeal

An appeal for £750,000 for the Oxford Union Society was launched in London on Wednesday by Mr Harold Macmillan. The aim is to pay off the union's overdraft, now estimated to be nearly £70,000, to restore the buildings belonging to the society and to provide for a pension fund for the staff.

Fellow students

[illegible] son have started life as undergraduates at Keele University. Mr Gerald Plant, formerly managing director of a company in Burslem, Stoke-on-Trent, is taking a three-year BA course in international relations. His 23-year-old son David has registered for the four-year BA course.

Women's studies

Women's Studies in the UK, a guide to courses, compiled by Oonagh Hartnett and Margherita Rendel and edited by Zoe Fairbairns, has been published by The London Seminars, c/o Dr M. Rendel, 71 Clifton Hill, London NW8 0JN, at 60p (40p each for ten or more copies).

Potential foremen

The first 22 young men to be trained as plant operators and potential plant foremen at the Construction Industry Training Board's Civil Engineering College, near King's Lynn, Norfolk, have been presented with certificates.

Welsh primary schools

A design study, *Small Rural Primary Schools in Wales*, has been published by the Welsh Education Office, HMSO.

Community living

More than 2,500 local people attended an exhibition, "What's New", organized by Queen Elizabeth's School and Community College, Crediton, Devon. The was designed to bring repr tives of agriculture, com education, industry, and government together in a "l community structure".

Prizewinning cards

First prize in the Christmas ca competition by SOS Children's ages went to Madhvee Shah Franciscan Junior School, Le SW17. Second prize went to Critchley, of Didsbury Road Pri School, Stockport. The win card, a gold Christmas tree a green ground, is now on through SOS Children's Villages Lavender Hill, London, SW11 40p for six.

Creches at adult centres

Room for the children, a pamph published by the National Institu of Adult Education at 15p, deal with the development of creche and playgroups as a back-up service to adult education centres.

Osborn scholarship

Teachers, with at least 10 year experience, are invited to a American Host Program to b for a P. J. Osborn scholarship. Applications for the scholarship which covers a visit to the Far United States, should be sent to Dr G. H. Jeffery, 118 Court Road, Charlton, London SE9

People

Professor Daniel J. Boorstin, the American historian, recently appointed Librarian of Congress in Washington, will be the 1975 BBC Reith Lecturer.

Dr David Brencher, coordinator of the Nuffield General Education in Engineering Project, University of Aston in Birmingham, has been appointed chairman of the Unesco permanent working group on environmental education and engineering.

Mr Peter Cadbury has been appointed chairman of the Sports Aid Foundation, which will raise and distribute funds to assist the training of individual sportsmen and women.

Mr R. D. Clark, at present second deputy county education officer, Hampshire, has been appointed chief education officer in Gloucestershire.

Sir Cyril English, has been appointed chairman of the governors of the Further Education Staff College at Coombe Lodge, Blagdon, near Bristol.

Mrs Janet Hyot, chairman of the British Youth Council and a vice president of the Council of European National Youth Committees (CENYC), has been awarded the Robert Schuman Silver Medal in recognition of her efforts to bring about European unity.

The Rev the Rt Hon Lord Sandford has been elected president of the Council for Environmental Education.

Mr John Stoddart, assistant director at North East London Polytechnic, is to be director of Humberside Institute of Higher Education.

20/21 John Gretton on education and inequality
22 Arts review
23/27 Books: Unesco, classroom politics, philosophy, mathematics, management
28/30 Resources: resource centres, religion
31 Talkback

The autonomy of learning

Gabriel Chanan looks for a genuine radical way between the 'high culture' and the 'child-centred' approaches to education

If I had to reduce the position I want to propose to a slogan, it would be: neither child-centred nor knowledge-centred but world-centred. The child-centred versus knowledge-centred argument is itself the product of a divided education system. Child-centredness has had its home in the colleges of education, knowledge-centredness in the universities. This is the result of having two kinds of teacher education designed to produce two classes of teacher for two classes of pupil. The colleges of education were given the job of producing teachers for the very young and the rejects. They were not seen as needing serious intellect.

The duplicity of the Black Papers consists in the fact that they attack child-centredness while upholding selection, disguising the fact that child-centredness is a product of selection. The credibility of the Black Papers hangs on the claim to be upholding the priority of intellect. But a real commitment to intellect would have resulted in an overriding concern for the maximization of intellect throughout the population. Instead we find an absolute *a priori* "despair" of the intellectual capacities of the majority. The well-attested fact that the selective system depresses the intellect of the majority is ignored.

The common 14-plus exam proposed in the 1975 Black Paper would, on the surface, be a guarantee of minimum accomplishment in the secondary school.

This is the intended impression but not the intended fact. On close reading, it is clearly anticipated that large numbers of pupils would fail and promptly leave school. "The disappearance to apprenticeships and work of the 14-plus lesson resisters would be of considerable help." How nice to be able to make nasty pupils disappear! The only thing is that they will shortly reappear as the majority of tomorrow's citizens.

The Black Papers are concerned not with standards but norms—with identifying "the top 10 per cent", "the top 20 per cent". The PRISE campaign, by contrast, is concerned with the widest possible cultivation of real standards, standards of mastery of content. It is equally concerned with a range of complementary aims completely neglected by the elitists: aims of social cohesion, pupil autonomy and creativity, and enrichment of the life of the community in which the school is set. For finding the best balance between the full range of aims there is clearly only one suitable general principle of schooling, the principle of comprehensivisation. We are concerned with the mental, social and spiritual life of the whole of tomorrow's citizenry.

It is absurd, as well as patently anti-democratic, to imagine that we can know exactly how much influence various sectors of the populace are going to exert over our common destiny. Even if there continues to be a visible elite, and even if it becomes no more rigid than it now is, only a very naive view of how social change is determined could suppose that only this elite needs an education in global thinking. If, as we may hope, democracy develops somewhat closer to the ideal of a populace widely active in public affairs, the need for a universal education in the realities of the present day world is even more obvious.

Does this mean we simply impose some kind of traditional grammar school education for all, regardless of whether all are "capable" of it? No. The indigestibility of the traditional presentation of knowledge as far as the majority of the pupils were concerned was a direct product of its being systematically abstracted both from their life-experience and from the various informal currents of knowledge about the world.

Those educational philosophers who base their approach on knowledge being an end in itself are actually (like us) the last people who can possibly know whether this is enough of a motivation for an education system, since knowledge is their bread and butter as well. In emphasizing "established" knowledge, they neglect up-to-date knowledge, urgent knowledge, knowledge of the world as it now is; they therefore neglect also the fact that knowledge of contemporary reality is the main key to past knowledge. The world is confronted as a predicament before it is understood as a product.

'Traditional knowledge must be subject to revaluation and reinterpretation by teacher and pupil together'

To be world-centred is to take the reality of the whole world, vast and mostly unknown though it is, as one's ultimate reference point. We will then value established knowledge highly, in so far as it gives access to reality. But we will interrogate knowledge as we encounter it. This means we will use the pupil's influence as one factor determining our approach. But we will not centre our approach on the pupils.

We are concerned with the reality of the whole world, not just the local or personal world. Concern for pupils' autonomy requires prediction by teachers of dilemmas yet to be encountered by pupils, and of which pupils can as yet therefore tell them little. Autonomy, both as an emotional state and as a capacity for action, demands an ability to see one's own life in relation to global predicaments.

But this does not mean we should retain the traditional treatment of subjects. We should overturn traditional practice on each of these 10 aspects:

1. Certain important subjects were not usually taught at all (for example, psychology, philosophy, world history, law, sociology, technology, politics, economics).)
2. Teaching was not based on recognition that each subject encompassed different possible styles of interpretation, some in direct conflict with others—that revolutions have been taking place within subjects.
3. Connexions were not made between prescribed material and pupils' experience and preoccupations.
4. The relation between subjects was not taught.
5. The wrong material within subjects was often given priority.
6. The wrong treatment of material often prevailed.
7. It was not acknowledged that pupils had areas of knowledge and experience not covered by subject expertise, on which they were the experts if anyone was.
8. Certain important criteria of judgment which ought to enter into nearly all subjects were wrongly regarded as the responsibility of one or none: morality, imagination, social implications, mastery of language.
9. Connexions were not made between the offered material and the current predicament of the world.
10. Knowledge was not represented as permanently provisional, open to reinterpretation and new evidence, some of which might come from pupils themselves.

Any responsible curriculum must offer maximum access to reality—reality far beyond immediate experience. Because of the infinite multifariousness of reality, this can only be done by guided practice in disciplined thinking. Academic knowledge has no monopoly of concentrated thinking, but it does have immense resources of this kind.

At the same time these resources have been shaped and profoundly influenced by their class patronage over the centuries. Trivialization of relationships and glorification of violence is no prerogative of modern mass culture. It is widespread in high culture too.

Traditional knowledge must therefore be subject to revaluation and reinterpretation, by teacher and pupil together. But reinterpretation implies access in the first place. The distance between a pupil's spontaneous awareness of a problem and the best resources of the disciplines which can help to throw light on it is too great for the route of "discovery" alone, unless time, memory and energy were limitless.

Besides, to insist that in every stage of learning there must be a demonstrable connexion between the pupil's experience and the knowledge being introduced is virtually to rule out of court two vital educational objectives: first the attainment of a reasonably complex view of the whole world predicament; second, the appreciation of otherness—of the validity and importance of experiential centres of gravity outside, sometimes far outside, one's own.

Progressive educational thought has been too one-sidedly concerned with pupils, especially working class pupils, as victims, too little with them as instruments for their own and others' liberation. When it has thought of liberation it has thought of it in terms of liberation to do as one likes, not often enough of liberation to help influence the collective destiny. At bottom this has been an echo of the conventional view of liberation as "getting away from it all".

A genuinely radical programme must be concerned with getting to grips with it all. It must be concerned with how tomorrow's world is going to be run. This is why it must reappropriate the very best of intellectual resources, not throw them out with the bathwater of exploitative society.

In the realm of their own experience and locality, and of considerable aspects of culture which formal education neglects, the pupils are their own undisplaceable pioneers in the construction of knowledge. Pupils need the sympathetic conditions which school can provide in order to bring that knowledge to full consciousness, and have it corroborated and complemented. What teachers legitimately have to offer from their professional resources is guidance on how to structure knowledge with optimum economy, how to resolve evidence into consistent categories for effective comparison, how to get mental access to and evaluate reality remote from immediate experience.

This includes the making accessible of a range of important fact which is relatively unnegotiable, and mastery of which is essential even for the purpose of questioning conventional knowledge; the skeleton facts of global geography and history, the elements of scientific principle, the content of extant laws, the worldwide sources and patterns of distribution of material goods, the nature and manner of control of contemporary means of communication.

But if the creative nature of the teaching task is understood, there is no necessity to be transmitting anti-social attitudes no matter what the source of the material being presented. If the kinds of implicit message which we would object to are racist, sexist, militarist, anti-working class, inhumanly idealist, egocentric, ethnocentric, consumerist-fetishistic and so on, where does the impetus come from that prompts this sort of judgment of elements in the cultural heritage?

It comes from currents of criticism within the formal heritage, ie one historian's criticism of another, one artist's implicit criticism of another, one scientist's overturning of another's theory; from the contemporary struggle for equality; from avant-garde art; from introspection into one's own predicament; from awareness of the predicament of others with whom one comes face to face, including one's pupils; from awareness of the predicament of the world as a whole.

Teachers are responsive to all these sources and, at any one time, coordinate them into a judgment determining selection and treatment of material, and identification of current objectives. The teacher is, in other words, a critic acting at the frontier of cultural revaluation.

This article is based on part of "Prescription and Autonomy in the Curriculum", a paper prepared for the inaugural conference held earlier this month of the Programme for Reform in Secondary Education [PRISE]. Gabriel Chanan is editor at the National Foundation for Educational Research, and co-author with Linda Gilchrist of "What School is For".

SPECIAL

Education and equality who wins, who loses?

Plato wanted to implant and preserve certain values—by creating a stratified society. The goal of most social engineers today is to make society more equal—even if that means sacrificing other values. In both cases, education has been at the heart of the debate.

But is the assumption that education is central to the equality issue justified? Two images illustrate the dilemma. On the one hand, there is the working-class child of barely literate parents making his way up the educational ladder to grammar school, redbrick university, and a room at the top. Against that traditional image is set the more contemporary one of the highly literate child of cultured middle-class parents forging ahead through—and in spite of—the most egalitarian comprehensive system to his predetermined place in the sun.

Both images have a foundation in fact. The great, and socially equali expansion of higher education after the war had its roots not simply in a popul explosion but in the abolition of fees for grammar schools. And the accompan chart shows how, in education as in health, the wealthier sections of the c munity have learnt to use the system in such a way as to attract the lion's s of the money spent.

In today's jargon, if spending on education helps to make society more e it is called progressive; if it has the opposite effect, it is called regressive. the present political and economic climate, anything that can be classified regressive is liable to feel the full weight of public expenditure cuts. Lea ide, then, all the other values with which education is associated—and also the cts on equality of unmeasurable aspects of education such as the hidden curri um—into which category does education fall? Is it progressive or regressive?

The experts appear to differ. Lord Diamond, in the report of his Royal Commis on the Distribution of Income and Wealth, came to the conclusion that it was hly progressive. Spending on education, he said, along with the health service d welfare foods, does help a little bit towards making society more equal.

Others do not seem so sure. For the past six months a unit in the Treasury, der the direct authority of an Under-Secretary, has been looking at the distribu ve effects of the money made available by government policies, including educational ones. They would not be doing that if they were satisfied that these extra resources were going to those they were intended for—i e, those with most need. A conference on this theme, with the participation of civil servants from the Treasury and the social service departments, was held at the Centre for Studies in Social Policy in July.

The papers from that conference should be published before long. Meanwhile, in a question and answer form we try to set out the terms of the debate and to make the issues clear.

John Gretton

How is equality measured? And education's contribution to it?
Broadly speaking, there are two ways of looking at the effects of education. One is the way of sociologists, who look at social mobility. The other way is the way of economists, who look at income distribution.

But behind the different approaches, some rather different questions are being asked. The economist is mainly concerned with the question: how evenly is the money spent on education spread among all sections of the population? He is taking a cross-sectional look at one generation.

The sociologist, on the other hand, asks: what difference does education make to a person's life chances? Does it enable him to be "upwardly mobile"—make more money, get a better job, and so on. Sometimes this is done by analysing one person's career, but more often it means making comparisons between fathers and sons.

But doesn't that tell us more about how open society is—how easily people can move up and down between social classes—than about how equal it is?
Exactly. Though less is heard of them, almost as many people tend to move down as up, so the class structure remains basically unchanged. If the economists' approach was carried through to its egalitarian conclusion and everybody got the same income, then society really would look rather different. On that reasoning, if that is what the economists wanted, they could turn out to be rather more radical than sociologists, though perhaps more utopian as well.

One point that emerges from this is the unequal effects of particular bits of education, such as the universities. The table shows that those in the bottom social class pay one fifth as much tax as those in the top, but only had one seventeenth as much chance of having a university student in their family.

That points to another distinction which tends to get lost in the debate. It is possible to have one argument about the progressive or regressive nature of the money spent on education. But it is also possible to have another, and perhaps more meaningful, sort of argument about the effects of extra spending on particular areas of education. Was Rosla progressive? Or the nursery programme?

Before we go on to that, can we just get clear how economists measure the existing state of equality or inequality? How did the Diamond commission do it, for example?
They did it by adding up all the things that go to make up personal income in any one year. People can be divided into income groups this way, and comparisons made between them. Changes can be noted from one year to another, and the overall extent of inequality can be measured by something known as the Gini coefficient. Given the limited amount of information available, it is the most generally accepted method—though few would consider it ideal.

Yes, but can we take it step by step? What is included under personal income? Is education?
Yes. The Diamond commission first took *original income*. This includes all earnings and assets before tax. Then they took net income. This is income after all direct taxes and cash benefits, such as family allowances, unemployment benefit and so on have been allowed for.
Final income also includes direct benefits in kind, and that is where education comes in, along with health, welfare payments, housing subsidies and so on, minus an allowance for indirect taxes such as VAT.

The greatest degree of inequality is usually to be found in original income, with taxes and benefits making final income slightly less unequal. The extent to which the spread of total personal incomes—i e, the range of income between the rich and the poor—together with the various elements that make them up, differs from a situation of complete equality where everybody had the same income, is expressed by the Gini coefficient (see graphs).

And what did all this add up to, as far as the Diamond commission were concerned?
Not very much really. They found that during the 1960s original income, i e, all pre-tax revenue, become less equal. For example, the share of the total national income—the result of adding up everybody's original income—going to the poorest 30 per cent of the population appears to have dropped by nearly a third (though some of the changes may have been due to the way the information was collected). This was corrected, mainly by taxes and cash benefits, so that, when final income was taken into account, the situation was much the same in the early 1970s as it had been 10 years earlier. In Gini coefficient terms, inequality was running at just over 30 per cent.

Did education have much to do with correcting this balance?
Apparently only a very little. The Diamond report lumped together education, health and welfare funds and declared that together they contributed 2.18 per cent towards reducing inequality. But we know from the evidence to the commission of Professor J. L. Nicholson of the Department of Health and Social Security, that education's share of that was only 0.49 per cent.

What did make the difference then?
Cash benefits. The Gini coefficient for original income worked out at more than 40 per cent, 10 percentage points more than for final income. As opposed to education's 0.49 per cent, cash benefits alone accounted for 5.53 per cent.

Though Diamond did not go into this, the most important single factor in making us a significantly more equal society now than we were before the Second World War is the policy of full employment, pursued up to now by all postwar governments. Added to that are the cash benefits designed to make tolerable what unemployment there has so far been. Even so, the very low figure put on education is a little misleading.

How so?
Because the Gini coefficient is calculated vertically—on the basis of differences between richer and poorer households. But the main educational redistribution takes place horizontally—between different types of households who may be in the same income bracket.

It works like this. The education figures are based on what the Department of Education and Science (with some updating by the Central Statistical Office) calculate, on average, that it costs to educate a child for one year in each sector of education (see table 3). This amount is then added to the income of each household in the survey, according to the number and age of children or students in full-time education.

What is this survey?
It is the Family Expenditure Survey, has been carried out every year since Its main purpose has been to provide for calculating the retail price index and to provide information about income di tion. The survey underestimates sp on tobacco and alcohol—and hence regressive taxes paid on those—and no means of getting at undeclared in such as moonlighting or expense a fiddling.

But its main disadvantage, as far as e tion is concerned, is that it is based on of household—one adult, two adults, adults one child, and so on. That e educational benefits are spread very evenly across the sample—much than, say, health ones. Yet, if tion is calculated, as it is, in ter cost to the state per child, it mu progressive. If the same amount of is spent on every child, then it must the poor proportionately more than the

That is clearly so in the compulsory s of education, where every child has to school regardless of social origins. But it still hold good when the voluntary s —nursery, higher and further educatio taken into account?
Obviously, it then becomes much le gressive; it produces, as we have change in the Gini coefficient, of only per cent. Common sense and observati us that the middle classes take a d portionate share of total educational ex ture. Surprisingly, however, there a figures to prove this. There does not to be any breakdown of all educa expenditure—though there are break of bits of it—by social class.

The best we have comes from the or so households in the Family Expend Survey. But this is done by household income groups. On that basis, those in upper income groups get much more on each of their children's education by state than those in the lower ones. In f two-thirds of education spending goes to richer half of the sample.

But these sorts of estimates are unreli again because of the nature of the sur A single household may have several inco which could put members of a low so economic group in a relatively high inc rket. At the other extreme, a single ent living on his own counts as a low ome one-adult household. The money ent on his university education appears part of the education budget going to se at the bottom end of the income scale. more accurate picture is given when a dent is living at home and is counted as rt of his family household.

oes that mean that if the exercise were done operly from an education point of view, ucation might come out as regressive even on the basis of these unit cost calculations?
Yes—or at any rate, neutral. But up to now body seems to have been interested enough in the redistributive effects of education to get it right.

Another thing. Education does not merely redistribute between income groups, it also redistributes within those groups, by favouring those households with larger families. But that does not show up in the Gini calculations either.

The table shows that more is spent on a child the older he gets. It is possible to say whether one sector of education is more progressive than another?
Not at the moment. In theory it should be possible to work out separately for each sector what its effect on the Gini coefficient is—though it might put the cat among the pigeons if it was found, as it well might be, that primary education, which gets the smallest amount of resources per child, did more for equality than either nursery or secondary.

Another point. These costs of education show what the state puts into the system, but are they accurate measures of what different people take out of it—of benefits, in other words?
Yes, but only up to a point, which is one reason why some economists tend to concentrate on the financial return of education—that is, the net profit in terms of increased earnings which, say a university education can be expected to bring a student in later years. It usually seems to have worked out at about a 10 per cent private rate of return on investment though DES studies being carried out at the moment suggest it may be dropping). But it is all rather inconclusive. The differences that can be observed between, say, graduate and non-graduate earnings may be due to quite other factors—family connexions, for example.

But does all this mean that it is not possible to look at the distributional effects of education in such a way as to draw any policy conclusions?
It certainly ought to be possible. Methodologically, though, it is extremely complex. At the July conference of the Centre for Studies in Social Policy, for example, senior civil servants from six departments produced papers setting out how they would each calculate benefits within their own departments. Though the academics at the conference were highly delighted that this sort of exercise was at long last taking place, there was in fact very little agreement either between them and the civil servants or among the departments themselves about how to approach the question.

One of the most difficult areas is how you take into account earnings over a whole lifetime.

Isn't it also the case, as you implied earlier, that the sort of crude goal of absolute equality implied by such measures is in any case a pipe dream?
Up to a point, yes—though it is useful, in a negative propaganda sense, for those who want to show how unequal we still are. It is perfectly true, though, that one of the main economic obstacles to attaining a state of perfect equality is that there comes a point when the more equal you get, the less efficient society becomes. Take away "unequal" incentives—by very high tax rates—and important categories of people will work less hard than they otherwise would, and the gross national product—the amount available for redistribution in one form or another—will decline.

There is also the nuts and bolts point that, until we reach the ideal state, decisions have to be made, in an era of increasingly scarce resources, about where each available pound should go. In order to get more pounds to redistribute—to increase the national income, in other words—efficiency is necessary. It therefore becomes almost as important as equality. That is why some economists prefer to talk in terms of social welfare rather than equality.

How do you mean?
Take the classic case of Harold Macmillan and the steel industry. In 1958, a decision had to be made about where a massive new investment in the steel industry was to go. Scotland and Wales were both clamouring for it. In economic terms, it would probably have made sense to put it in neither place, but certainly not to split it into two. But that is what Macmillan did. He split the investment between South Wales and Clydeside.

The decision was taken partly on social or humanitarian grounds—there was a lot of unemployment in both places—and partly, doubtless, on political grounds. There were votes in that decision. But the point that is being increasingly made now is that it ought to be possible to put a figure on that sort of decision, to be able to say at precisely what point the cost in efficiency outweighs the gain in social benefit.

How do you put a figure on social welfare?
No two economists agree on this. But Tony Atkinson of Essex University has come up with an equation which makes explicit the trade-off between equality and efficiency:

social welfare = national income × equality

(he has a complicated way of defining equality which makes that equation mathematically meaningful).

In non-mathematical terms, that simply means that, if you want to preserve a given standard of social welfare, you can only increase national income by sacrificing a corresponding degree of equality. And, even more important, you cannot increase equality without a loss of efficiency (national income). This leaves out of account a lot of things, other than equality and living standards, that one might want to include under the heading of social welfare. But it is a step towards providing a rational basis for decisions about social welfare.

Can this sort of equation be applied to education?
Working on slightly similar lines, Richard Layard, who was senior research officer to the Robbins Committee and is now head of the centre for the economics of education at the London School of Economics, has worked out a formula specifically for education. This enables him to compare various educational measures in terms of their effect both on equality and on efficiency. One example he has taken concerns the effects of introducing or increasing by £300 a year maintenance grants for 16, 17 and 18-year-olds and for students in higher education. The results are set out in the graph below.

Basically, they show that, for 16-year-olds, the increase in equality is offset by the decrease in efficiency. For those aged 17 and 18, however, the slight decrease in equality would be more than offset by the gains in efficiency. In the case of higher education, however, there is a loss both of equality and efficiency.

Does that mean that our general welfare—taking into account both equality and efficiency—would be best served by encouraging school leavers to stay on into the sixth form, but not to increase subsidies to those in universities and polytechnics?
Broadly, yes. The reason is that the existing subsidy to a university student is so enormously higher than the subsidy for a sixth-former (cf table 3). It is true that the taxpayer gets something back in return for this subsidy, since a university graduate earns more than a non-graduate and so pays higher taxes. But the value of these extra taxes is much less than the cost of the subsidy. The opposite is true in the case of sixth-formers.

But in any case, the percentages involved seem to be minute.
That is true. But anything—even including the steel investment—would be minute when compared with the national income. Still education does not seem to have a very strong effect. That is the one thing the advocates of the Gini coefficient, the social mobility approach and those other methods all seem to agree on.

The conclusion then is that if you want to increase equality, there must be other more effective ways of doing it than by tampering with education—a point that Christopher Jenks made pithily in his controversial book, *Inequality*. If you want to redistribute income, he said in effect, then redistribute income.

Which means, among other things, that education's case for resisting cuts in public expenditure must rest on considerations other than its contribution to equality.

Table 1: Average take-up per child of education spending in schools

Sector and unit costs	Professional	Employers and Managers	Intermediate non-Manual	Junior non-Manual	Skilled Manual and Self-employed non-professional	Semi-Skilled Manual and Personal Service	Unskilled Manual
	£	£	£	£	£	£	£
Nursery £239	32.67	26.97	25.31	17.70	15.98	18.06	17.78
Primary £125	114.29	117.89	122.60	123.54	125.00	125.00	125.00
Secondary £211	145.20	172.78	191.64	189.42	195.61	193.20	179.10
Special £553	5.95	16.03	10.15	43.99	32.44	46.64	63.59
Secondary: over 16 £330	102.11	121.63	149.10	120.21	79.02	75.60	00.92
Total	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Percentage of population	4.0	14.1	6.7	13.7	36.4	18.7	7.5

Table 2: Index of taxes and education benefits by family and class (the chances of the unskilled=100)

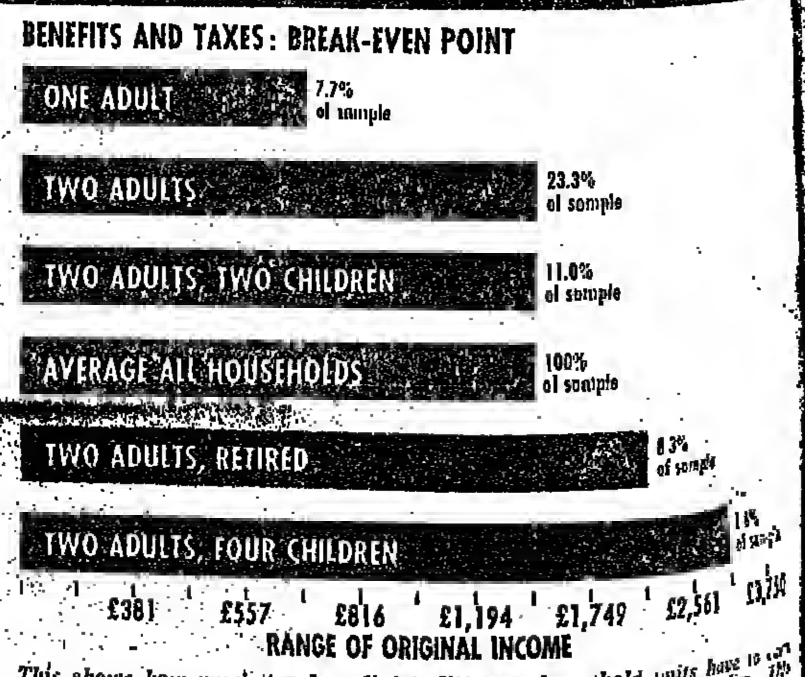
Social Class	Percentage of population [13% unaccounted for]	Taxes paid	Education spending	Student grants	University student
V unskilled	7	100	100	100	100
IV partly skilled	16	140	100	240	150
III skilled	42	170	150	340	310
II lower professional and executive	17	260	160	560	000
I professional	4	510	170	400	1,700

Adapted from H. Glennester. "Education and Inequality" in P. Townsend and N. Bosanquet (ed) *Labour and Inequality*, London, 1972.

Table 3: Unit costs for pupils and students

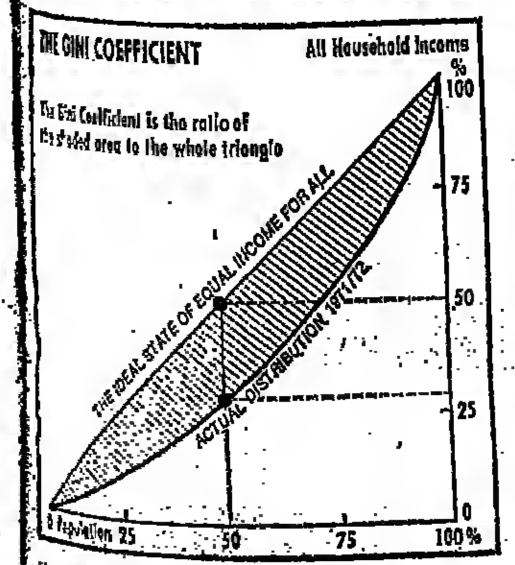
	1962-63	1972-73
	£	£
Nursery schools	132	262
Primary schools	64	142
Secondary schools		
(i) under 16	103	232
(ii) over 16	206	382
Colleges of education*	273	646
Further education*	475	1,035
Universities*	591	1,432

* Excludes student grants



This shows how much (or how little) different household units have to earn before they start paying more in taxes than they receive in benefits. This includes all social benefits, and not just education. Thus, single adults only have to earn half as much as the average household, and a quarter as much as two adults and four children, before they become losers rather than gainers.

Source: *Family Expenditure Survey, 1973*; Economic Trends, *December 1974, Table A(i)*.

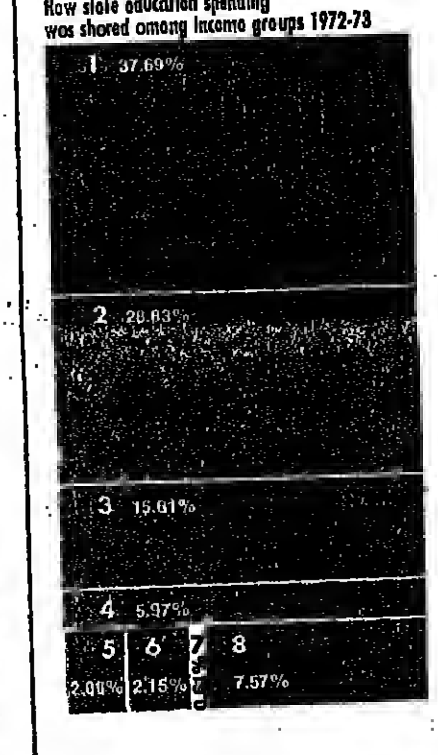


The straight line shows an ideal situation of complete equality, where 25 per cent of income goes to 25 per cent of the population, 50 per cent to 50 per cent, 75 per cent to 75 per cent and so on. The other line shows an unequal distribution, where 50 per cent of the population only has just over 25 per cent of the income, and 75 per cent of the population only just over 50 per cent.

The main disadvantage is that different shaped curves could produce the same Gini coefficient: in other words, it is not possible to tell where the inequalities are concentrated on the income scale. There is no way of knowing, from a simple Gini coefficient, which part of the population is treated generously or most unfairly treated.

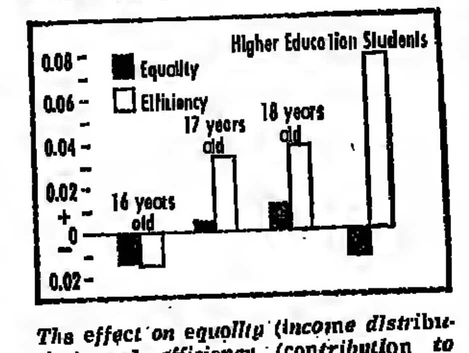
THAT'S THE WAY THE MONEY GOES

How state education spending was shared among income groups 1972-73



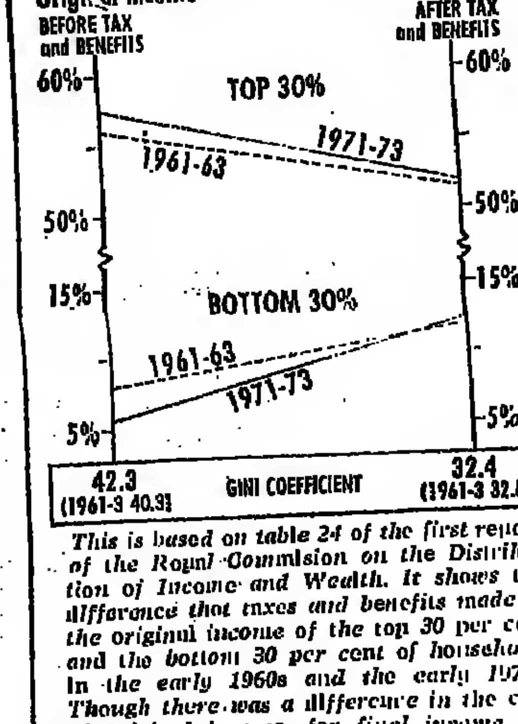
This is based on data from the 1972-73 Family Expenditure Survey published in Economic Trends, *December 1974. The richer half of households get two thirds of the £4,134,000 going on education that year.*

Income Group and % of sample
1=£3,750 and above—26.55%
2=£2,561-£3,750—23.95%
3=£1,749-£2,561—16.53%
4=£1,194-£1,749—7%
5=£816-£1,194—3.70%
6=£557-£816—3.41%
7=£381-£557—1.32%
8=Under £381—17.43%



The effect on equality (income distribution) and efficiency (contribution to national income) of giving an extra £300 a year to 16-plus and higher education students.

PERCENTAGE SHARE OF ALL INCOME RECEIVED



This is based on table 24 of the first report of the Royal Commission on the Distribution of Income and Wealth. It shows the difference that taxes and benefits made to the original income of the top 30 per cent and the bottom 30 per cent of households in the early 1960s and the early 1970s. Though there was a difference in the case of original income, for final income the Gini coefficient barely changed.

Research: Lois Rodgers

Beginners, please

Heather Neill on the Royal Court Young Writers Festival

Joan Mills during rehearsals at the Theatre Upstairs

Jim Irvin and Tim Whelan, joint authors of "Interval"

Matilda Hartwell with two of the actresses in "Travel Sickness"

Tanya Meadows talking to John Ford and one of the cast of "St George and his Dragon"

Scene: A seedy dressing room in a provincial theatre. Time: The interval during the performance of a pantomime. A fairy is heard over the tannoy enunciating carefully her promises of new delights in the second half. Enter Fairy wielding her wand like a whip. The wand snaps. The Fairy, in jeans (imagine a tutu) and pink satin ballet pumps, utters an un-fairy-like expletive while the Dame (still sporting a bristly black beard under his red wig) watches dispassionately, smoking.

The first few moments of a rehearsal of *Interval* demonstrate that its authors know all about visual impact, the humour of incongruity and one or two things about contrasting characters, too. The authors in this case are two London teenagers, Jim Irvin and Tim Whelan, and their play is one of the six winning entries in the Royal Court/Observer Magazine Young Writers Competition. All the winners have this sense of theatre, perhaps the most important quality that the readers looked for in all the 130-odd entries. Now a festival is in progress at the Theatre Upstairs, focusing on performances of the plays, but also offering writers' workshops and seminars involving a number of well-known directors and playwrights, including Christopher Hampton, Caryl Churchill, Donald Howarth, Ken Campbell and Joan Mills, who is the director of the Royal Court Young People's Theatre Scheme.

Joan Mills is enthusiastic about the originality and liveliness of the entries, despite the usual preponderance of pieces about the Russian Revolution and Thomas à Becket. Five of the six winning plays are being performed by a company of seven professional actors. The sixth, *How Do You Clean a Sunflower?* is the work of five young West Indians, aged 11 to 19, living in Bristol who will themselves appear at the Royal Court in November. Joan Mills describes *Sunflower*, which is about the experiences of immigrant teenagers in England, as funny, uninhibited and moving, and pays tribute to the energetic Angela Rodoway who has succeeded in marshalling the performers' talents.

Collaboration in writing is understandable when it is the result of improvisation by a group who enjoy working together. But what of Tim and Jim who bravely faced a blank sheet of paper? *Interval* took them only three Saturdays to write and, after Jim, one of last year's winners, had thought of the first line and settled on the length—that of an interval, naturally—they experienced no difficulty in working together. They know each other so well, they say, that they can each anticipate the other's reactions.

During the rehearsal, they unashamedly enjoy their own jokes but don't hesitate to interrupt the director, Joan Mills, when they think a point is being obscured. The imaginary pantomime referred to by the "actors" must be the most extraordinary ever conceived, containing as it does a dragon-baiting conteer and a malevolent octopus. The plot of *Interval* itself is somewhat less credible than the dialogue: an actor is possessed by his role to the extent that he decides to manipulate the rest of the cast and become a real villain. Nevertheless, it is no mean feat to manage sustained dialogue when four characters are present on the stage almost continuously and the play is well-constructed, with a neat climax. In this case, the competition has proved a worthwhile stimulus: Jim's winning entry last year was the first play that he had ever finished.

James Bradley had already written his play, *Stepping Stone*, when he heard about the competition. Unable to find anything suit- [illegible] school, he [illegible] himself. Cat Stevens's "Father and Son" inspired him to produce five scenes in "five moments" depicting the relationship between an MP and his revolutionary son. James, who is taking a year off after Gunnersbury Grammar before going to university, has attempted to deal with a subject which is just too big to be covered in a fifteen minute play and the result is that all the events are extreme and melodramatic: the son plans to plant a bomb the day a new tax bill is being debated, his father collapses and dies having spoken unexpectedly for the bill, the son, overcome with remorse, changes his mind about the use of violence. The sequence which makes the play worthy of inclusion in the festival, and raises it above simplistic adolescent polemics, is that in which the father and son have intercutting soliloquies, each failing to understand the other's motives; spotlighted in turn, they are so near and yet so far apart, so alike despite the gulf between them.

A thoughtful person, James has considered carefully the advantages and disadvantages of writing plays as opposed to other forms, notably the novel. He likes the unexpected insights that can be gained from actors and directors, but believes that they can go too far. "Shakespeare", he says, "must spin in his grave whenever Jonathan Miller reaches for the complete works." He would not, however, dream of interfering and, if he were a director, would post a notice reading "No Writers" on the rehearsal room door.

[illegible] that she can only write comedies. She, too, had a play at the ready when she found out about the competition from her grandmother. It had been designed with a particular group of people in mind, but she is delighted with John Ford's production, the simplicity of which exaggerates the cartoon quality of her humour. *St George and his Dragon* concerns a dragon named Custard (played by a young man with hair like a Pre-Raphaelite Ophelia) who is a jelly and custard addict, and a lisping St George who regards marriage to the overbearing princess as true martyrdom. Knowing asides to the audience about the price of petrol (dragon fuel) and the RSPCA are especially enjoyable. Tanya, who comes from Chiswick and is now 14, took about a year to write and rewrite *St George*. By the time she sees it, difficulties about how to conclude the last scene have been resolved, but it seems a shame that John Ford's idea that the wicked count should throw confetti "in a slightly evil way" has apparently been abandoned.

During an afternoon performance of *Double Dragons*, that is Tanya's play, and *Watercress Sandwiches* (which are together part of *A Bunch of Five*), the audience has the unexpected bonus of sharing Custard's favourite food. Then, a helping of jelly and custard under their belts, they are treated to a complete change of style if not mood.

Zoe Tamsyn Sophie Everest-Phillips, aged 11 and a pupil at North London Collegiate, is, she says, becoming used to unexpected things happening. Someone who can invent [illegible] named Winchbucket and take him from today to yesterday by bus (represented by a rosy bus conductress on roller skates) to beat the deadline for bearding the dragon in his den, should be surprised at nothing. *Watercress Sandwiches* is Zoe's first play, written over a weekend in response to publicity about the competition, and it reveals a talent unencumbered by convention of any kind; here anything can happen. She is delighted with the stage business added by the actors and with Joan Mills's production as a whole, which is baroque both in its inventiveness and its design. A reputedly fierce dragon is lured by love and watercress sandwiches to learn politeness at the palace, where the king and queen have a propensity for sleep and a taste for terrible jokes. ("Why were two flies playing football in a saucer? They were practising for the cup". Enough to make you fall off your throne.) Winchbucket marries the princess—of course.

Fantasy and politics, then, and a play-outside (rather than within) a play make up the programme, together with *Travel Sickness*, which could be described as a play- [illegible] play. Matilda Hartwell from [illegible] School, Oxford, investigates the emotions of three fifth form girls travelling to and returning from a production of [illegible]. This is undoubtedly the most mature piece of writing in the festival, full of accurate observation and humour. In the final speech of the play, Maddie, the most sensitive of the three girls, contrasts the turbulence of her emotions with the matter-of-factness of [illegible] the sameness of everything. What is [illegible] experience worth? This is a daring thing for so young a writer to attempt, but Matilda, only 15 when she wrote *Travel Sickness* in two days—succeeds brilliantly. Based on a real experience, but by no means merely verbatim reporting, this play shows great promise. Interestingly, although she was displeased by the production, Matilda [illegible] she was surprised by it: the characters were more sharply differentiated than she had imagined, and seemed younger.

The festival does justice to those who have tasted success, but there are opportunities for all young writers here. Runners up are invited to come along to "surgeries" to discuss their plays with professional writers and on some occasions, these will be open to any young person who has attempted even a line of dialogue. The Royal Court, well known as a "writers' theatre", is doing more than anyone else to ensure that there are worthwhile plays to fill the theatres in the [illegible]

The Young Writers Festival is at the [illegible] Court until November 8.

Towards global configurations

Richard Hoggart on the development of UNESCO

SCO and World Politics. By s P. Sewell. *eton University Press* £10.80.

UNESCO celebrated its -fifth anniversary, in the n of 1971, one of the most moments during that great -and-going of heads of state, high officials and emi- private individuals from all the world was the sight—as lined up for the obligatory graph—of all the five men had served as Director General. was Julian Huxley, the and appointed for only two rather than for the now cus- six. He didn't seek more. never disguised his impatience the increasing and apparently capable bureaucratization of office and was greatly irritated the Executive Board (a mixture great men" and of government who flew in, at all too fre- intervals, to monitor the way full-time Secretariat was carry- out the orders of the General ference. Huxley was outstand- suitable as a first Director General; he had vision, inventive- and courage. Perhaps when are middle-aged, international izations can afford to have reliable, diplomatic chief tives; for an organization with intellectual claims of UNESCO kind of man in the early years have been fatal.

Director General I particu- regret not having met is the Torres Bodet, from Mexico. was a distinguished writer and had a visionary's sense of the organization might be- in addition, his diplomatic ex- and skills were consider- On paper, certainly, he seemed have had the best combination of for the job. But his ideals up hard against the [illegible] of member states and he re- when they would not give the budget he asked for.

number three, Luther the Texan, the histories are usually kind. His tenure covered McCarthy period and there little doubt that he yielded State Department witch-hunting American members of the Secre- to a degree which damaged growth of the post-war Inter- national civil service. Still, one has allow something for the feverish atmosphere of the Cold War—when some British intellectuals could about the case for a "final War" against communism.

Evans's successor was a very engaging Italian, Vittorio Veronese, whose talents as a negotiator and conciliator were greatly valued. the director generalship proved much for him, too, and he resigned prematurely, tired and ill. The organization was by then only just over halfway to its twenty-fifth anniversary. From that moment until only recently (from 1961 until late 1974), the place was run by number five, the Frenchman, René Maheu. Maheu needs a big book all to himself, and no doubt he'll get more than one. No one could say that he was not tough enough; he had toughness enough and to spare. He was the first career DG and, from his special and specially French angle of vision (that of a deeply provincial scholarship boy, a Normalien and a philosophy teacher), he cared immensely about the organization. He was a clear example of the merging of personal identity with institutional identity. He was brilliant much of the time, exceptionally wilful more often than was good for the organization, a consummate political survivor. When he retired he left behind an organization vastly bigger than the one he had inherited. Whether it still has the intellectual and moral heart intended by its constitution is an open question too big to handle here.

The core of Mr Sewell's book, the solid middle half, is about the interplay between these five personalities and the governments who make up the organization. This is one of the more revealing ways of approaching the study of such a body, if you are seeking to understand the process of change. For in Unesco—to go back to the Director Generalship in particular—the overriding reason why that post is so demanding is this: that the chief executive has to retain the support and respect of two main but wildly differing constituencies. The first is that of the member states, who foot the bill and inevitably tend to see the institution in their own national terms or in terms of the needs, ideological or economic, of the blocs to which they belong. The second constituency is that of the world's scientists, scholars and intellectuals. Unesco is committed by its basic character to the objective pursuit of knowledge and its free exchange across the world. It is plain that these two constituencies are not always likely to be looking in the same direction. And right in the middle is the Director General, knowing that if he alienates too many of the governments he may lose some of his budget or even his own job; and knowing also that if he lets the organization become merely the football of regional or ideological groupings, pulled this way one year and another way the year after, he will lose the respect of those eminent individuals and professional associations without whose support the organization would be only a hollow front.

On all this, Mr Sewell's book is very interesting. But it has an oddly interim air. There are other books and essays which tell the history of UNESCO and therefore say something about the interplay between changing governmental pressures and the personalities of the successive Directors General. I do not know one which sets out to do this as technically and as fully as Mr Sewell's. But to him the story is not an end in itself; for him UNESCO is a case-study, useful for the further development of the tools of his trade—which is the study of international organizations. So that big, central, narrative middle of the book is flanked by two more general parts; the earlier lays out the working concept he will use to make sense of the narrative which follows; the last part draws general theoretical conclusions from the exercise. He calls his working concept "engaging":

> "'Engaging' is a way of conceiving international relations that encourages us to begin with individuals and to follow them through small and larger groupings towards global configurations."

For me—and I am not a sociologist of institutions—the contrast between the highly abstract presentation of the working concept and the narrative which follows produced a feeling of disappointment, as though too grand a conceptual frame were being put round a solid but not strikingly original piece of historical-institutional analysis of the interplay between institutional structure, events and personalities.

I am not saying that the concept of "engaging" will not prove to be a useful tool for specialists in Mr Sewell's field. I am saying that his deployment of it in this instance only partly justifies it. Adequately to exploit the idea of "engaging" will require a combination of social-scientific and literary skills. Mr Sewell is often very shrewd indeed; for example, on aspects of Maheu's extraordinary reign. But he is always "outside"; he doesn't come near capturing the continuing, dramatic tenseness of that period. Nor am I saying, of course, that only someone who has lived and worked in the organization during that or any other period can write an adequate book about it. I am saying that the theory of "engaging", of trying to capture the interplay between structural pressures and personalities, of wishing to put "action by human beings" back into the sociology of institutions, requires a social scientist to face more fully than Mr Sewell seems to have realized the enormous difficulty of recreating and assessing such a rich process. No number of interviews with past or present members of staff, no amount of study of the correspondence, public or private, no body of brute material can in itself provide answers; the inquirer has to assess the relative weight and significance of the different elements—and that requires a very bold imagination indeed. But, unless such risks are taken, the results of applying the concept of "engaging" to institutional organisms as complex as UNESCO will be thinner than specialists of the discipline hope or the subject demands.

BRAINWASHED REPLICATORS

Geoffrey Summerfield on Chris Searle's new book

Classrooms of Resistance. Compiled by Chris Searle. *Writers and Readers Publishing Cooperative,* 14 *Talacre Road, London* NW5 3PE. £2.75. 0 904613 10 1. *Paperback* 35p. 0 904613 01 1.

Imagine, if you can, a teacher whose life is dominated by frenetic religious mania and who therefore produces a volume of his pupils' writings which exclusively sings and speaks of the urgent necessity of "smashing" anti-Christ. Imagine, again, a teacher who is a member of the National Front, whose pupils "come to believe" in the urgent need to drive the immigrants out of our country and who write of such a need in a crude, emotionally strident, rhetoric. Imagine, again, a teacher who is a Flat-Earther and whose pupils unanimously write of the glories of Flat-Earthiness and of the folly and wickedness of the Globalists.

If you can imagine vividly such bizarre aberrations of the ideologically illiberal and their pupils' parrotings—the cosily unanimous chorus of so many brainwashed replicators—then you may conceivably be able to take Chris Searle's *Classrooms of Resistance* in your stride.

For myself, I find that it sticks—most of it—in my throat. Searle's rhetoric is noisy and aggressive: "fight" and "resist" are words which he does not fight to resist. The writings of his pupils, mostly 11 and 12-year-olds, cut through all the *wretched complex actualities* of the world to produce a poetry that is very close to mindless sloganeering.

As an appendix, Searle includes three pieces of writing, one of which, Harry Wallace's *Ma and My Dog*, is poignant and vivid. The third is a poem by Kuldip Sohal about "climbing a building": she failed to climb it until

"... at last a man
Took me up there
With him to the top,
I told him I tried a lot of times
But I could not climb up".

Searle's comment on these pieces is: "There is a depth that no commentary could possibly reach." He then contradicts this by commenting on Kuldip Sohal's poem: "As she says, her building is one we can only climb together, putting aside the powerlessness of being alone and moving upwards as a class. . . ." Is Searle talking through his hat, in this commentary on a poem whose depth no commentary could possibly reach, or is he talking out of the side of his mouth?

If Chris Searle wants us to take him seriously, really to listen to him, then he must take his pupils more seriously. This will involve him in helping each of them to find an individual voice—with whatever political overtones—and also in taking the trouble to read what they write rather than what he thinks they have written. Specifically, it will involve him in refraining from writing "As she says" and then following it with *his* interpretation of what *he* thinks she said.

I presume that Chris Searle is a persuasive, attractive, and charismatic teacher: but is it not his voice that we detect too emphatically and too insistently in the writings of his pupils? As Orwell reminded us, again and again, the effort to go on being liberal is very difficult and complicated; did Chris Searle give up too soon, too easily? If so, that is his business; but if I were one of his pupils I hope that I'd want to interrupt with, "Yes, but . . ."

I only wish that I was sure that he might be willing to listen.

SCEPTICISM SUPERABUNDANT

Shirley Toulson

is MacNeice: Sceptical Vision. Terence Brown. *Gill and Mac-* £4.95. 7171 0698 5.

etry of Louis MacNeice is just beginning to come into own. For a generation or so he too easily written off as a light fier, whose attractive rhythms rituals were, for the most part, agreeable diversions for the serious of contemporary poetry. In years the general opinion has considerably revised, and MacNeice's work is gradually being into its true perspective. Unfortunately, Terence Brown's will do very little to add to insights. He is too much in love his own thesis to give his full attention to the poems. No one would dispute that the strength of Louis MacNeice's work arises largely from his refusal of the easy commitment, his determination to present all sides of a question and his lively demonstration that truth can only be found in paradox. Yet to labour all the facets of his scepticism, as Mr Brown does, is to deny the lyric quality of the verse. Despite the liberal supply of quotations with which Mr Brown illustrates his arguments, a reader who came to his book with little or no knowledge of MacNeice's poetry would be ill-prepared by it for meeting the real thing.

I do not mean that MacNeice's best poems cannot bear too close an investigation. Obviously, like all good poems they can. But Mr Brown is not content to follow where the poem leads. He has to bring it into the focus of his own oversimplified thesis, and measure every aspect of the poet's craft by its utility as a purveyor of scepticism. So chapter heads of the second part of the book run: "Scepticism: Its Language and Forms", "Scepticism: Its Syntax and Tone".

In 1964, W. H. Auden concluded his introduction to a selection of MacNeice's poetry by refusing, as friend and contemporary, to attempt a serious critical evaluation of the work. "That task I must leave to a younger generation", he wrote, "confident that a just judgment will be a favourable one". Mr Brown's judgment is favourable, but as so many qualities have been left out of the scales, it can hardly be said to be just.

Educational Policy~Making
A Study of Interest Groups and Parliament
Maurice Kogan
Maurice Kogan, now Head of the School of Social Sciences and the Department of Government Studies at Brunel University, previously worked in the D E S for fourteen years, where he became private secretary to Edward Boyle, and as Secretary to the Plowden Committee on Primary Education. In this study he draws upon his wide experience and previous publications to provide a detailed and comprehensive overview of education and its relationship to government and to individuals and groups within the system. 8,000 Parliamentary Questions, discussed between 1960 and 1974, are analysed.
£6.50, Paperback £2.25

Education and the Community
Eric Midwinter
Eric Midwinter, Principal of Liverpool Teachers' Centre, can be fairly called a 'pioneer' in urban community education. His Priority project in Liverpool has achieved notable landmarks in educational innovation. Cradle-to-grave education is the theme of this book, which puts forward a viable theory for an integrated form of education involving the community as a whole. Planned development at local authority level, rather than ad hoc changes among schools, is advanced.
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George Allen & Unwin

A MAN OF EPIC PROPORTIONS

Catherine Basham reviews a new biography of Bertrand Russell

The Life of Bertrand Russell. By *Ronald W. Clark. Jonathan Cape* 0 224 01165 0 *and Weidenfeld & Nicolson* 0 297 770187. £6.95.

No doubt it is too soon for a definitive biography of Bertrand Russell, but in the meantime this one will do very well indeed. Ronald Clark has written a brilliant study which manages to encompass the many sides of Russell and his astonishingly full life: eminent philosopher and mathematician, popular sage, political activist, teacher, social reformer, educationist, writer and lover were *his* major roles during the *first* 70 years of *this* century, and he put enough energy into each of them to more than fill an averagely successful life. Clark sees Russell as "greater than the sum of his constituent parts, a man of epic proportions ..." and what emerges from his book is truly that. A good deal of new material, culled from unpublished papers in the Bertrand Russell Archives at McMaster University, Canada, Russell's voluminous correspondence with Lady Ottoline Morrell, his personal journal and an unpublished manuscript of Lady Constance Malleson's (*Colette*), has been effectively used by Clark to reveal a more complete picture of Russell than we have previously had.

Russell was first and foremost a philosopher, and a most unusual one; he was an important and influential academic philosopher, but he also fitted the popular concept of a philosopher (a very different thing, presumably based on vague bits of knowledge about Socrates); a man who thought deeply about matters of great importance to mankind and about the problems which prevent man from living a full, peaceful and happy life. During his lifetime his interest moved from one kind of philosophy to the other several times. A major switch happened when he was over 40, and the Great War was making technical philosophy seem irrelevant compared with the philosophy of life and politics (although he had in 1895 been interested enough in the latter to write a book about German Social Democracy, and in 1907 to stand as a Women's Suffrage candidate in Wimbledon). After the Great War most of his time and energy were devoted to social and political concerns, but his attention intermittently turned back to technical fields; his last book on the subject, *Human Knowledge*, was published in 1952.

It may have been this unusual mixture which generated a fairly widely-held view of Russell as a bit of a lightweight academically. Light-hearted in his approach to weighty matters he very often was, but his *The Principles of Mathematics* (1903) was the first complete English treatise on the logical foundation of mathematics; his and Whitehead's *Principia Mathematica* provided, for the first time, a philosophical foundation for mathematics, and his *Analysis of Mind* (1919) broke new ground in an attempt to provide an account of the world which was in agreement with the modern discoveries of psychology and physics. His academic work is out of intellectual fashion at the moment, but Clark clearly establishes his pre-eminence in his time and his extensive influence on later philosophers.

Russell's influence in areas more familiar to most of us was and is extensive as well, although in many fields it is too early to attempt to measure it. During the Great War he became a "focus for thoughtful opposition to the war", a very useful function at the time. Clark considers that Russell was more influential than has been realized through his work in the No-Conscription Fellowship, and cites evidence (much of it hilarious) of Authority's attempts to discredit and silence him. The conscientious objectors of the last war probably owe him a debt for the much better treatment they received than did their fathers.

Between the wars, much of Russell's energy went into education and the journalism he undertook to pay for the experimental school run by him and his second wife. His ideas on education shocked at the time but have been widely accepted since—basically, he encouraged children to think for themselves rather than conform. (On this subject and on the areas of agreement and disagreement with A. S. Neill, Russell's autobiography is more complete than Clark's book.) The "permissive society" owes him something: he didn't see why sexual permissiveness should remain the prerogative of the upper classes. Russell's other major concerns were individual liberty and, of course, world peace. Here Clark considers that history may find Pugwash (a Russell creation) to be of more importance than the highly publicized CND.

Russell emerges as a highly complex and fascinating individual. Clark emphasises the emotional isolation of his orphaned childhood as a major factor driving him throughout his life to seek intellectual certainty through philosophy and emotional security with various wives and mistresses. He eventually abandoned hope of the former, and found the latter with his fourth wife, at the age of 78. As a young man he appeared cold and priggish—his disastrous first marriage to a shallow do-gooder didn't help, and he was 30 before his intense love of humanity and hatred of violence were aroused. Some 10 years later Lady Ottoline awakened his interest in art, architecture and music. His gradual development was accompanied by periods of frustration—physical, mental and spiritual—and despair.

But he was splendid; reading about him here somehow warms up one's own hazy feeling for humanity. He cared enormously for truth and justice, and when he applied his astonishingly clear and quick mind to practical problems related to these you wonder (as did the opposition and the didn't succumb at one reason.

He was very courage- e Russell and hence not damn for the opinions helped here—and went twice (with 40 years in between) for saying and he felt to be right. His insignificant compared virtues (unless sexual still be equated with garded most American rather inferior (but they him), his light-heartedness became frivolous, he w spoil an excellent case stating it, he tended in age to believe his politi nents to be wicked men, e bit slow to realize that for accepting help from Schoenman was to be

Probably many people know little of Russell CND activities; Clark should help more of them ciate this great English accounts of Russell's his most famous pupil, W his visit to Russia in 19 Clark uses Russell's jour a more balanced view the autobiography) and disillusionment with C his prison experiences, his attempts to keep his entanglements from entangled—these alone the price of the book.

English Poetry 1700-1780. Edited by *David W. Lindsay.* Dent £3.25. 0 87471 547 4. *Paperback* £1.65. 546 6.

The introduction to this selection of poets contemporaneous with Swift, Pope and Johnson covers a lot of ground briefly and clearly. The leading characteristics, changing and developing, of each decade of the period are traced and so is the relationship between the poets in this volume and the giants of their day. It is shown how, towards the end of the period, a group of writers emerge who, alongside the classical modes, are exploring cultures alien to the eighteenth-century Renaissance inheritance. The writers of the poems selected, more or less chronologically arranged, exemplify the line of argument of the introduction. There are short notes on each poet covering his life and his art, and explanatory notes and an appreciation of each poem.

Katya Wolter

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ANALYST OR PRESSURE GROUPER?

Maurice Kogan on the relationship between sociology and social policy

Sociology and Social Policy. By *Peter Townsend. Allen Lane* £8.50. 0 7139 0780 0.

Peter Townsend has earned an important place in the social history of the 1960s. He helped to rediscover poverty and to awaken the public conscience on the treatment of the aged. A reflective work from him, therefore, on the relationship between sociology and social policy should be a major event. This book is not that, but is a collection of previously published, and often ephemeral, pieces and there is no sustained attack on the themes promised on the cover of this expensive book.

Nonetheless, many of the essays repay reading. There are statements about the future and organization of social policy, about social services for old people, housing policy, negative income tax, means tested social services, mental health services and Professor Townsend's central interest—inequality.

But in this book the analyst jostles with the pressure grouper. The biases are explicit and nothing the book says is untrue, but there is some suppressive pessimism. If there is "no evidence of marked reduction in equality in the last twenty five years and some evidence of new or increased forms of deprivation" we might, too, have heard about some of the gains—the extension of educational opportunity created by raising the school leaving age, the broadening of the higher education system and nursery education, changes in the position of women, the increase in the social wage and the recent rapid shrinking of differentials.

Other biases, too, affect credibility. The civil service is depicted as wholly compliant, as defending static administrative forms, and as lending support to the politician in the presentation of information. This is too simple. Civil servants are quite varied in their attitudes and aspirations and, like all of us, incorporate several roles at once.

The book is also concerned with social planning mechanisms. Peter Townsend sides with rationalistic planning yet does not refer to its formidable critics, Lindblom, Braybrooke and Wildavski, or to the difficulties of aligning needs and services. He assumes that creating even larger conglomerate government departments will solve the problem of policy fragmentation. Reformers since Haldane have found that there is no simple way of lin blocks of policy making.

Analysis is lacking whether existing institu badly put together. And in part, the response of erations of reformers needs? Do not many of schools and the hospitals —present reasonably co workable packages of fessional skills and physi ces? The de-institutionali mental health, the boundaries between the the young, or the old, income support and taxation are and ought to be lenges made to the system heavy onus rests on the to show why present to function adequately, and reformer to show how systems would work better.

MORE THAN A MEMOIR

Richard Harrison reviews Harold Macmillan

The Past Masters: Politics and Politicians 1906-1939. By *Harold Macmillan. Macmillan* £4.50. 333 19017 3.

Mr Macmillan's immense experience of politics, and his familiarity with the leading personalities and policies of the inter-war years, will ensure that his book is the object of a good deal of interest. The [illegible] siderably on his store of recollections and personal impressions. Its main value will be as colourful background reading to some of the broader and more systematic studies of the period.

Those seeking momentous revelations will be disappointed, as there are none. Yet some frequently neglected items are included, such as the attempts to secure a place for Lloyd George in Churchill's outer War Cabinet in 1940.

Politics fascinated the young Macmillan at an early age; by the time he entered prep school his ambition was to follow a career in public life. His childhood was influenced by talk of Gladstone and awareness of Campbell-Bannerman, but the dominant figure in his youth was Lloyd [illegible] always retained great admiration, even when the Welshman's political powers were waning to the point of embarrassment. The chapter devoted to Lloyd George is arguably the most impressive, written with warmth, but presenting a fair and balanced picture of this remarkable man's career.

The years following the collapse of the Lloyd George coalition are described as "... an age in which the mediocrities reigned supreme." Ramsay MacDonald is treated with respect, but his party is not; Macmillan is at a loss to understand how a man of such intellectual powers could ever have become involved with the Labour movement.

The Baldwin era is shown in a more favourable light than is currently fashionable, especially in the field of home affairs. No attempt is made to vindicate the nebulous foreign policy of the mid-1930s, and Baldwin's handling of the Hoare-Laval affair is harshly criticised. Macmillan became increasingly disillusioned with the Conservative Party during the 1930s, and even flirted with the idea of joining Mosley's New Party. Insu became a staunch Edenite, critical of Neville Chamberlain favoured Churchill as Minister well before 1940 therefore hardly surprising Chamberlain's political rep receives little rehabilitation. chapter on women in politics conventional as it is patronising is enlivened by a photograph Margaret Thatcher alongside trait of Disraeli.

Mr Macmillan cannot resist temptation of commenting on present political scene, and his comments are bitter. cartoonists and broadcasters vilified, modern debates "... squalid disputes pygmies", and full of economic jargon". No doubt relieved to be away from it all

COMPREHENSIVE CORNUCOPIA

Eureka! Edited by *Edward De Bono. Thames and Hudson* £7.50 500 01119 2.

Readers of *The Sunday Times* will have seen much of the material in this handsome book. It is a sterling work which well fulfils the promise of its sub-title, "an illustrated history of inventions from the wheel to the computer".

The theme is the experience of man moving, living, manufacturing, and shows him as mechanic, instrument-maker and thinker. The topics can be as fundamental as the concept of the first axe, or primitive farming, or as modern as the laser or space-craft; the coverage includes anaesthetics and the gas turbine, art and architecture, spices and instant coffee, the ball point pen and the linear induction motor.

This comprehensive cornucopia is an essential for any libra list of contributors is a authority, and his presenta quite outstanding. It will tedly stimulate, further and perhaps experimenta more discoveries too.

F. W. K

AINTS, ROGUES AND WARRIORS

in MacInnes on three giants of English literature

r: Canterbury Tales. Edited *C. Cawley. Dent* £2.50. 0 460 5. *Paperback* £1.25. 0 460 0.

ice of Milton's Verse. Edited *J. Enright. Faber* £3.50. 0 10720 6. *Paperback* £1.25. 0 10721 4.

ve. By *Harold Love. Basil ell* £3.00. 0 631 15600 3.

Fry, asked to explain his ion, said he did most of his ing on buses; and certainly, can greatly increase one's an reading by doing so at odd ents as well as in more serious For this, the paperback and hardback have been bless and here are three perfect for ing into as well as for consis reading.

Chaucer is "the father of sh literature", what a friendly ring one he is! For would Dante intimidate, and Goethe bly bore? True, he was so "great" a writer as they, perhaps even our own greatest, h one should remember that speare, for instance, could learnt from Chaucer, and not versa.

at a radiant, wise, generous witty stylist and human being! how profound, in spite of their fire pleasures, the *Canterbury* es turn out to be! It is astound that, in spite of their inner ity, their tone can be so yant; for when they were writ about 1387, when he was middle ged, the Black Death, which halved our population, was but 40 years before, the Peasants' Revolt less than a decade ago, and the Hundred Years War with France still raging.

As genius always seems to, Chaucer chose his period on earth perfectly. At the start of the 1300s, Norman-French, or Latin, were still official tongues, and Saxon English, though widely spoken, disregarded; and indeed, Chaucer's earlier writings were in Latin. But thanks partly to xenophobia arising from the French war, and to the social infiltration of the Norman-Saxon blend that became Middle English, by the mid-century, even official documents were appearing in this tongue; and to our lasting good fortune, Chaucer chose to write his master-work in the vernacular. That so much of it survived is a minor miracle; for there are no existing Chaucer manuscripts, printing did not, of course, exist, and all we have are the edited fifteenth-century texts of copyists.

The pilgrimage itself, by Chaucer's day, was 200 years old, and something of a holiday package tour as well as a pious act of devotion; besides, Wyclif and the Lollards were already flourishing, and the Reformation was on the historical horizon. Yet England was still a Catholic country, as it was to be for two thirds of its Christian existence: and though austerity abounds in the poorer pilgrim's stories, a rancorous puritan spirit lies mercifully in the future.

Just as old buildings, that were once modern, may charm by the very "quaintness" of their antiquity, does Chaucer's archaic language perhaps beguile us in this way? Only momentarily, I think, for once one "gets into it" (and particularly, reads it aloud), its robust modernity, after 600 years, becomes apparent. And though so distant in time, what a familiar world we enter in so many ways! Celtic, Saxon and Norman England, though we know them to be the land of our ancestors, seems almost irretrievably remote; while in the company of the saints, rogues, warriors and wheeler-dealers of the pilgrimage, we know ourselves to be at last among familiars.

John Milton was preoccupied chiefly by himself; his life-work is a perpetual autobiography of his own soul. If, as Blake said of *Paradise Lost*, he was "of the devil's party without knowing it", one might even say he *was* the devil, was Samson, was even Lycidas whom he lamented. Many are repelled by Milton's self-absorption, his theological speculations that seem so dated, his lavish display of classical erudition, and his sure touch of puritan self-righteousness, as well as by the man himself, if Robert Graves's account of him is to be believed.

Yet for eloquence, for rhetoric, no other English poet is his master: there are passages of *Paradise Lost* which flow breath-takingly, marvellously into cascades of passionate, intoxicating sound. Indeed, Milton is one of those artists whom one may be reluctant to read but, once one does, who overwhelms one with his superb [illegible]obasity. He can even actually compel you to read him in the way that he intended: for instance, the celebrated passage describing Satan's expulsion from heaven is so conceived that one's voice—or the internal voice of the mind—must fall headlong, as do the sentences; to read it on a rising scale would be impossible.

D. J. Enright, unfailingly interesting as a critic because as much so as a poet, has introduced and edited this selection admirably; his choices, especially from the longer poems, are a work of criticism in themselves, since he aims at giving an epitome of Milton's style and imagination. Here is the puritan spirit at a time when it had force, meaning and vitality: so unlike the sterile nay-saying survival of its dead ghost in our day; and here a distant echo of Cromwellian resistance to the Restoration, and of one of the chief fibres in our national life that remained positive till its soul deserted it and puritanism, no longer a way of being, dwindled to a mere attitude of mind.

William Congreve is one of our rare, great classic writers: classic, that is, in the sense of creating his emotional and intellectual effects from within an apparently rigid formal structure. After its near-abolition by the puritans, the theatre, at the Restoration, had run rather wild, but influenced by Molière (1622-73), and by his greater mentor Dryden (1631-1700), Congreve, who lived from 1670 to 1729, became the chief exponent of a more stylized, sensible, intelligent kind of play.

He wrote only five, between 1693 and 1700, and for nearly 30 years thereafter, lived on sinecures and investments, and social and sexual intercourse (with, among others, his favourite actress Anne Bracegirdle, and the elderly Duchess of Marlborough). Much blamed for this indolence by the censorious and even, in his lifetime, by Voltaire, one should perhaps really congratulate him retrospectively; for is not the fault of most writers to go on and on when they have nothing left to say? Living, as he did, in the liveliest period of English prose writing, he enjoyed the friendship of Pope (who dedicated his translation of the *Iliad* to him), of Swift, and of Vanbrugh, with whom he built the Haymarket theatre in 1714, with its noble facade and terrible acoustics.

Love for Love (1695) and *The Way of the World* (1700) are still frequently, and successfully, revived—even on television; for after two centuries of neglect and disapproval, he came back into favour from the "permissive" 1920s onwards, and looks like holding his due place until the next puritan backlash engulfs us all again. Since his great art is to reveal passion obliquely, by polite irony and verbal malice, all modern actors but the most gifted find him difficult to play, and audiences are often disconcerted. He is, indeed, a highly abstract artist—on the surface frivolous and mannered, in reality a social and even moral critic of some force. He mocked late Stuart society in order to improve it; and if anyone is his child today, it might be Joe Orton. Yet once on a wavelength to him, audiences can be delighted, as can actors, for his gift of revealing character and underlying mood through speech is impeccable, and the plotting of his puppet personages like that of a master choreographer.

COLLECTION OF SHOCKERS

Antony Flew

ty-Five Per Cent is Crap. By *y Arthur. Libertarian Books , Cranfield Books Service, Whar End, Bedford.* £3.50. 0 905004 *Paperback* £1.75. 0 905004 00 0.

is the first book from a new hor and a new publisher, and have earned a welcome. Their duct will be seen by readers of mainly as a splendid source of rials for courses in straight and oked thinking. The great chal here is to make the students , able and willing to discern to abandon malpractices em yed to support conclusions which e students themselves happen find congenial. What makes ry Arthur's collection of shock so unusually valuable and so utary is that they are all taken m recent and widely circulated real material, where they were in fact deployed to defend ideas which he rejects, but which will still seem obvious to most of today's likely takers of such courses—and indeed to most of their teachers too.

The material all refers to the political economy of Britain. Every statement was "made in the nineteen months ended 31st March 1975" (p vii). They all come either from party manifestoes in the two elections, or from Ralf Dahrendorf's Reith Lectures, or from the columns of *The Guardian*—the last being chosen both "as a representative of 'middle-of-the-road intellectuals'" and because the sentiments of "its own journalists are often 'in tune' with the BBC."

The author does a rollicking and rightly rude hatchet job. It is not done as someone with training in philosophy would do it—which is perhaps not a fault. The occasional unfairness is; as is the lack of page references to Dahrendorf and to the manifestoes. It is, for instance, unfair to Sir Geoffrey Howe to urge that he was inconsistent in contrasting certain actual Selsdon ideas with "the caricature of Selsdon Man" (p 80).

But the worst lapse is the demoralizing "Conclusion"—in "every election at which you can vote" spoil your ballot paper (pp 234-235). This goes dead against the general drift of the whole book. For the author is—as shocked writers in *The Guardian* would say—"a self-confessed monetarist" who longs for much, much, less government. The Socratic advice to "follow the argument wherever it leads" points Terry Arthur—right or wrong—straight into the Selsdon Group.

APERBACKS

EMPUS FUGIT

e Psychology of Human Ageing. *D. B. Bromley.* Pelican 75p. 14 02 0848 8.

ereavement: Studies of grief in ult life. By *C. M. Parkes.* Pelican 0 14 02 1833 5.

f age and death are the Unmen ables of our day. The alacrity h which we dub people "old ies" and dispatch them to geria wards is matched by the un popularity of geriatrics as a medical cialism. Dr Bromley's book, revised, is a valuable introduction to the study of human ageing. discusses the physical, psycho ical and social aspects of old age, care of old people, and some technical problems met in carrying research.

Dr Parkes's study, based on the viewing of widows, aims to increase e understanding of grief. He describes the characteristics of normal abnormal grieving, its interplay with other emotions, how one mitigate it and reconstruct his world. It is at once scientific and sible and can be recommended to bereaved people and to working with them.

Seamus Hegarty

The Nature of Time. By *G. J. Whitrow.* *Pelican* 60p. 0 1402 1879 3

To cram the whole of "time" into a few hours of reading (the book is 146 pages) is, to say the least, ambitious. The result, inevitably, is a synoptic approach with some of the greater philosophical arguments of the last two or three centuries slid over with almost indifferent haste.

The first four chapters demonstrate, essentially, how time affects us, and how we interpret and measure time. This leads on nicely to the remaining four chapters which are more mathematical and deal with the wider aspects of time, including Einstein's theories. The difference in style between the first four and last four chapters is quite marked—the former factual and rather dull, the latter full of life and interesting.

One suspects that Professor Whitrow wrote the last four because he enjoyed writing them and the first four because he had to. Perhaps the clue lies in the preface where he says that the book is an expanded version of radio talks. Chapter one, especially, reads just like a lecture; one can almost hear the yawns and shuffling of a university's first year physics class.

This book does, however, fill a gap. *The Nature of Time* is easy to read, it is informative and interesting in itself but, most important, it gives non-mathematical people an insight into what, until now, has been the realm of the mathematician only. Also, for those really interested, having read the book, the grounding is there to tackle something deeper and more expanded.

Paul Thomas

Among this week's contributors:

Richard Hoggart is a former assistant director general of UNESCO and is warden elect of Goldsmiths College, London.

Geoffrey Summerfield is a lecturer in the department of education at York University.

Maurice Kogan is Professor of Government Studies and Law at Brunel University.

Antony Flew is Professor of Philosophy at Reading University.

Richard Harrison is a lecturer in history at Maria Grey College of Education, Twickenham.

David Sturgess is a lecturer in the school of education, Nottingham University.

Dick Tahta is a lecturer in the school of education at Exeter University.

Andrew Robertson is reader in management studies at the Polytechnic of Central London.

Shirley Toulson's latest book of poems, The Fault, Dear Brutus, was published by the Keepsake Press in 1970 and she is at present engaged in writing a book on the readership of poetry.

CORRECTION

The illustration which accompanied "Directed by the Genius of Insipidity", an article about Victorian and Edwardian theatre (*TES*, October 10), was from Victor Glasstone's *Victorian and Edwardian Theatres: An Architectural and Social Survey* (Thames and Hudson £6.00) and not as stated.

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HARRAP BOOKS

VALUING FACTS AND LEARNING TO USE ALGORITHMS

David Sturgess

Modern Mathematics for Schools Volumes 1 to 9. W. and R. Chambers Ltd.

A series of books with the above title and written by a group of teachers in Scottish schools was first published in 1965. The present series is a complete revision of the first, so complete that it would not be possible to use the two series side by side. In a recent article* the Scottish Mathematics Group say that "in 1969-70 a thorough assessment of the series of textbooks was made by the authors and the schools using the books" but do not say how the assessment was carried out. This led to "a regrading and increase in the exercises . . . . the slowing of the pace in the earlier books and the introduction of parallel A and B exercise with harder questions in the latter . . . provision of a summary and revision exercise for each chapter . . . .". For those who, like myself, were brought up on the famous texts of Durell and later taught using them, this pattern has a familiar ring.

The revision has obviously been done with great care and in many cases the text has been improved by the removal of ambiguities in the questions and the changed order of presentation. The original structure of the books in which the algebra, geometry, arithmetic and trigonometry appear in quite separate sections has been retained. Whilst the order of material in any text is that chosen by the author for his own convenience, and a teacher can always make his own selection, this separation does affect the mathematical unity of several topics.

The kinds of changes that have been made as part of the revision raise some important questions about the aims of mathematical education in schools. I infer the aims of this series from the fact that a complete list of Boards and examinations is given together with the suitable parts of the texts* and that progress papers are provided consisting of multi-choice questions whose answers can all be written on the same proforma and checked with a key. These two innovations place a high value on recall of facts and ability to use algorithms. In the revision of the texts, procedures have been reduced to small steps each followed by practice examples, leading eventually to an algorithm and further practice of its use in well classified situations. This is more or less the procedure adopted by Durell and, because of the skill with which it was carried out, was very successful in enabling a certain ability range of children to pass examinations. But is this *all* that we now ask of a mathematical education?

The original "modern mathematics" movement had two threads running through it. One was the change in content to include more contemporary ideas, but the other was to change the approach so that children should get the feel of the creative processes of mathematics. Caleb Gattegno in *The Common Sense of Teaching Mathematics* (Educational Solutions) says: "The most important lesson that teachers can learn is that rather than teach mathematics we should strive to make people into mathematicians. That is to say, we should make people aware of certain powers they already possess which they can use in the same way that they are used by mathematicians" and ". . . knowing replaces knowledge as the cardinal notion. Since knowing produces knowledge and not the other way round, this book shows how everyone can be a producer rather than a consumer of mathematical knowledge. Mathematics can be owned as a means of mathematizing the universe. . . ." One of the first people to demonstrate to me the power of this particular approach was the late A. G. Sillitto whose influence was clearly apparent in the early volumes of the original series in the geometry sections. This has now been replaced by the "step by step" approach. An example will show the nature of these changes. In the original version the first page of the geometry section contains a number of suggestions: "Point out some shapes that have no edges; only one edge; two . . ." and similar questions involving faces and vertices. The questions are perhaps vague, and the terms undefined, but children can become aware through discussion of the nature of these terms and that there is considerable ambiguity in their everyday use. In the revised version the chapter begins by naming certain solids, then defining corner, face, and edge, then practising their use. This is economical in getting children to use the words correctly but they are taking these definitions over from someone else without having realized why they are necessary. Nor have they been faced with the ambiguity in normal use which could easily crop up in a stress situation such as an examination.

A major difficulty that faces all writers of textbooks is the choice of what problems, if any, to leave the children to meet head-on and which to "smooth over". An example, not taken from the texts, will best illustrate this point. If one draws two irregular outlines of different shape and approximately the same area and then asks "which has the larger area?", children are now faced with conceptual problems as to the nature of area, and technical problems as to the means by which it is measured. These are not simple problems and if tackled empirically require a lot of effort for their solution. Another approach is to say: "Area is measured in square units. Draw each of these shapes on squared paper and count the number of squares to find which shape has the larger area." This still leaves the problem of the part squares, a difficulty that can be removed by giving further instructions. This way of presenting the question avoids difficulties for the children but reduces the exercise to one of counting squares, with the possibility that an understanding of the basic issues follows. If one reduces *all* problems to trivial ones then there is no possibility of children becoming involved in a mathematical process. There is a strong danger that because the results are obvious to us as teachers we undervalue the work of children. As Gattegno puts it: "The professional mathematicians specialize in working on new challenges and publish their awarenesses; to a student the challenge he is working on may seem just as new, though what he discovers may be already known."

In addition to the texts it is proposed to introduce Mathsheets "for less able pupils in particular. The complete system enables all pupils in a class to be working at the same topic at three different levels—using the Mathsheets, or the A exercises, or the B exercises with relatively easy transfer from one level to another. The teacher can therefore introduce a topic by means of class teaching, and then assign suitable work for all the pupils and assess and regulate progress as desired" * In England a large number of comprehensive schools teach mathematics to mixed ability classes in the first two years of secondary education. There are many different ways that have been tried to deal with this problem, but all that I know of have rejected the class lesson followed by exercises of different levels as being unsatisfactory *as the norm*. Such an approach means that all abilities will have to cover the same content—a philosophy that is open to question.

I do not claim that the views I have presented are thos tegno but I find his boo vocative and it is a rea of arguments empha importance of process in tical education. Nor ca to have represented th the Scottish Mathema but the problems I hav are raised sharply by in which the texts hav vised. The two approach reconcilable. Either we task of teaching math making it possible for function as mathematici make it our task to rithms in a way that to be used efficiently i ment situation.

If our task is the first ren will still need to rithmic procedures but a by-product of the task itself. It may be that chil by a step by step process kinds of skills demanded education and commerce evidence here is not and it seems to depend o talk to. The methods dropped out of favour a same time as attempts made to introduce ideas to a much wider of children. This seems prising if in fact these broadly successful.

It is, of course, teache decide this issue. It have asked for the form, so presumably this in which they wish to matter of some serious decisions should be and that teachers should that the approach *Modern Mathematics* not the only possible flicts in substantial contemporary suggesti

* "*10 years of Modern in Schools*". The Scotti tics Group in Math *Schools*. Vol 3 No. 6 Nov

DISCIPLINING THOUGHT AND ENCOURAGING IMAGINATION

Dick Tahta

Mathematical Structure in Human Affairs. By R. H. Atkin. Heinemann £7.00. 0 435 82025 7.

The Language of Mathematics. By Frank Land. Murray £1.25. 0 7195 3072 5.

Mathematics, like Janus, has two heads. Facing the past, it collects, simplifies and sets in order the known. Facing the future, it creates ways of grasping the unknown. Working in harmony the heads provide ways of thinking and ways of solving problems that are relevant and applicable in all sorts of human activities. When they clash the mathematics of one becomes ossified and that of the other becomes rarefied; in both cases they then become irrelevant.

The metaphor is, of course, too simple. But I do not think it is unfair to the authors of these two excellent books to look at them from this point of view. Indeed [illegible] ness of the paradoxical duality inherent in mathematical activity. Land sees mathematics as "disciplining thought and encouraging imagination"; Atkin calls his mathematics "as old as the hills" though he claims that "we can find a mathematical language capable of expressing not only a traditional scientific view of the universe—whatever that is—but also that more flexible and creative view normally associated with the artist and man-of-affairs".

Both books can be recommended very warmly to any reader interested in mathematics and the teaching of it. But it is also true to say that they do, in a sense, present conflicting views. The future of mathematics, at any rate in secondary schools, is bound up with the way we resolve this conflict.

The Language of Mathematics will be familiar to many readers as it has had a deserved success since it was first published in 1960. Sponsored by Sitell in the days before curriculum reform really got under way, it broke new ground in exposition, illustration and design. Clearly written and with lots of interesting examples, it covers broadly the traditional pre-calculus mathematics with an introductory chapter on statistics [illegible] and insight to many already. Now available in a very reasonably-priced paperback edition, it can still be recommended, especially for the non-specialist looking for something that will relate to his own experience of school mathematics.

There is, however, a snag. This elegant classic is frozen in time. It will appeal to those who, unable to cope with the muddle and uncertainties of curriculum reform, look wistfully back to the days when this was *the* language of mathematics. Whether or not other languages appear in schools it will always be important for teachers to recognize that mathematics speaks different tongues elsewhere. The differences are profound. The Janus heads are stretched apart and cannot come together by bland incantations about blending the best of the old with the new.

Briefly the issue could be characterized by two opposing views of space. In the classical Newtonian view, space is *a priori*. Thus Land says that "geometry is concerned partly with the properties of space in which objects are situated". But for Leibniz, space was something to be found in the relation between objects and Atkin vigorously argues the need to pursue this view. Actual space is not euclidean, three-dimensional; there is a quite different mathematics involved in the space "wherein we can describe how we live—not just how we exist . . . where we must not only describe the action but equally well the metaphor which gives it depth".

Mathematical Structure in Human Affairs sets out to do just that. It is a brilliant, tantalizing and visionary book that sweeps the reader from very simple ideas into very technical use of combinatorial topology to describe problems of urban planning, committee decision-making, strategies of chess, analysis of abstract art and physics. It will be obviously absorbing to anyone familiar with the language of homology theory but certainly worth the struggle for someone who is not. Although the technicalities seem forbidding, anyone familiar with the idea of a relation and an incidence matrix will soon find newer phrases become familiar. You learn what a simplicial complex is before you have had time to be nervous. Quite apart from anything else the book is a subtle and careful introductory text in topology.

It is all based on some very simple yet powerful ideas. The notion of a set is seen as establishing a connection ("cementing") between its members. Applications of set theory to human affairs is made by seeking *structure* which is found in the relation between two sets. Geometric metaphor is then used to describe this structure so that, for instance, people with various interests and involvements are described as interconnected "polyhedra" in various dimensional spaces. The connecting pattern of these polyhedra then corresponds to the awarenesses that people have of the community they share.

The possibility of mathematising such awarenesses could be a utopian rationalist's dream. But there are some indications in recent years that mathematicians are exploring quite sensitive and delicate applications of topology to human situations. Certainly these are more interesting and likely to be more fruitful than some crude, more familiar, quantitative applications of mathematics, for instance in educational psychology. Atkin produces some very convincing applications. When you drive into a strange town a complex series of interactions takes place that enable you to digest a "feel" for the place. Feeling an abstract painting one is involved in a shuffle of sensations that is highly combinatorial in feeling. (The book discusses a Mondrian composition—this is particularly convincing if you have a colour reproduction beside you, it is a pity the publishers weren't able to stretch to that). As another example, anyone involved in "political" action knows the feeling of complex and delicate fa need to be nudged or Thesa, and other examples cussed in detail with the developed by the author. vide a neat introduction difficult but important ideas.

The author disarms some criticism when he points "we must not underestim human ability to find ne and doubt and suspicion dealing in human affairs". he seems to have an tongue in cheek (at which the point seems to be some topology), he is very about the use of mathemati tool for political and action. "With a common in which to express the there is greater possibility standing just what a and how it functions." can be changed.

To find such a universal was the dream of Leibniz of Boole and many others quotes a master of chess that game as one in which mind comes as near pure vision, in that spontaneous of intuition which apprehends controls processes and relations without being forced to One feels this is the way mathematics. It is an exciting ion; but whatever its future clearly relevant for those children work with sets and tions and so on to have some ling of the intellectual involved.

Clearly this is not the a technical review of this original book. But it is place where it should be ded. Read, or reread "language of mathematics" want to reevaluate what but learn another if you ated in change and not grappling with complexity.

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E BUSINESS OF MANAGEMENT

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ies for Business and Administration. By B. W. Rust. Council of Europe. (Free from Al. Division of General and al Education, Council of Strasbourg, France.)

outset, this booklet raises l semantic problem as to stitutes "business" education "commercial" education m used in a sub-title) and ement" education. Herein oblem is speedily resolved. Bonney Rust, the principal London College, and the thor of the text, is writing the training of secretaries ks, not managers, giving as on the rapid expansion of tiary sectors of business in rn Europe. (If agriculture hing are regarded as primary d extractive industries and facturing as secondary, then comprehends distribution, entertainment and all those ions which would once have garded as "unproductive".) starts upon the description financial and administrative tion, but in discussing it ts to be unaware that what ills the "dual output" of ness education, that is either higher education or into employment direct, has for some time itain been supplemented by a l, that which we confusingly "further education", the non-versity system of, largely, vocational education, which can be more fic and professional than the ral vocational education available in some schools. This is merely one example of the notional differences in educational style which Dr Rust considers need to be made uniform, in the light of Common Market experience and the furtherance of European unity. For example, the education of someone destined for higher executive responsibility in The Netherlands lasts until he or she is 24 and includes six years at university. In Sweden the same level is assumed to have been reached at 22 and in Britain at 21. But these comparisons, while actual, rely on the assumption that higher executives are recruited from the ranks of those with higher education, whereas there are those at the top of the business tree in Britain who never went to university, let alone attended a formal course in business education.

It is interesting for those involved with management education in this country to cast their eye over the chart headed "Education for Business Studies", because it focuses on the kind of business studies not taught at the business schools. The main stem is the ONC/HNC and OND/HND in business studies topped by the CNAA B.A. degree in business studies, in short a quite different academic ladder from that which is climbed by post-graduate or post-experience students taking the Diploma in Management Studies. It is as if the Council of Europe had never been informed about the British dual system.

Nevertheless, the booklet is worth study by teachers in this sector. It has useful things to say about examination and appraisal methods, about *Education permanente*, a still neglected aspect of further education, about re-entry into the educational system by mature students who dropped out early, about career forecasting and job opportunities. As the first copy is free, it would be a wasted opportunity not to send for one—and read it.

A Guide to Business Schools. By Colin Coulson-Thomas. Hamish Hamilton £5.00 241 89105 1.

What is the difference between a business school and a management education centre? The answer seems to be that in Britain the first is usually found in a university and the second in a polytechnic. Bradford University has a Management Centre, so has Oxford. London and Manchester have Business Schools. The Polytechnic of Central London boasts both a Management School and a School of Social Sciences and Business Studies.

There must be some other difference, and generally it is that the university centre, whatever choice of words it uses in its name, confers a degree, while the management centre housed in a polytechnic confers a diploma. Reading through Mr Coulson-Thomas's book it soon becomes apparent that in doing this the British have for once not followed American practice, probably because the Diploma in Management Studies (first offered by the British Institute of Management in 1949) predated the British interest in the Harvard example. The extensive bibliography does not, however, include a reference to the Urwick report on management education in 1948, which recommended the setting up of BIM and the Diploma, and was clearly concerned with management education below university level.

An interesting paradox, if it is one, is that the big management jobs have not been taken by people with formal management qualifications but by university graduates of a variety of disciplines or by professionally qualified men in accountancy, law and engineering. The book says little or nothing about this, nor does it mention that the 1,400 entrants to British business schools every year and the 7,000 or so DMS entrants (with a high drop-out rate) are a mere trickle compared with the flood of executives and managers ebbing and flowing in British industry. Estimates vary according to definition, but there are at least half a million and perhaps double that number. Britain has only had business schools for a decade and only recently has the DMS become "respectable" academically, roughly since 1963 when it was dropped by the BIM.

As the author says, the limit on education for business is imposed by lack of funds (and it is contended in some places that these have been misspent on bricks and mortar for residential accommodation instead of on teaching facilities) and a shortage of teachers of management. Indeed, there was no system for training management teachers until the PCL (then Regent Street Polytechnic) set up the Management Teacher's Development Programme in the mid-1960s. Mr Coulson-Thomas does not mention that, but he does point out that in choosing a business school it is unwise to go simply by the faculty list. They can be full of impressive names and qualifications but "many of them may teach on other programmes or on consultancy before teaching".

The Franks Report in 1963, recommending the foundation of the London and Manchester schools also recommended consultancy as a means of supplementing academic salaries to attract highly paid businessmen into teaching or at least to retain those who might otherwise wander off into industry for higher rewards. Now we learn that business and industry do not like sending good executives on two year academic courses but prefer the mixture of study and work that the DMS offers (only about 500 DMS students are full time).

A better answer to the problem may be the system developed at INSEAD, the international business school at Fontainebleau, under the Centre Européen d'Education Permanente. Managers attend the centre for two weeks at two month intervals for two years, carrying on with their jobs when not studying.

The snag with management education, as Mr John Burgoyne has pointed out in *Management Decision* (Vol 10, Summer, 1972), is that if schools do exactly what the employers want they will merely be doing maintenance not development, but if the schools go too far away from what their customers are demanding there will be a failure of communication.

OUNG READING

INISTER STRANGERS

hirley Toulson

ch, For. By Helen Griffiths. tchinson £2.95. 0 09 124600 8.
ranger Come Ashore. By Mollie ter. Hamish Hamilton £2.20. 4 92111.

re are two perils: that sinister lications of the supernatural be given to natural misfortunes and that evil will disguise f in an alluring human guise. n Griffiths is concerned with former, Mollie Hunter with the r. Both writers start their with the coming of a stranger small, settled and isolated community.

Witch Magic, a silent three ld girl wanders into an unknown Germanic forest village. year is exact, it is 1540. It was when people were torn between the dominance of the priests their own persistent belief in good magic, and were so by famine and plague that dry tinder for anyone found it expedient to whip up fires of a witch hunt.

young child is taken into the of a woman whose own r died at a similar age, and called by the dead child's e, Agnes. Eight years pass, the girl remains silent and She is a clear target for who has reason to wish ill to r parents, or to blame natural disasters on a supernatural force. Agnes is soon suspected of having traffic with the Devil.

Her predicament is gradually unravelled through adult courage, patience and good sense. This is no spine-chilling tale of mystery for children, but a sensitive exploration of childhood autism, and the effect it has on the adults who want to love a child who cannot respond. It's a book about grown-up feelings, and the way people can be panicked into cruel and foolish behaviour. Young readers who take the pains to puzzle out its implications will find that they have learnt a lot about the world around them; as well as what it must have meant to have lived in a time when scratching a living from the land took all a person's energy, and when few doubted the existence of witches.

The stranger in Mollie Hunter's novel is a most pleasing and attractive young man. He stumbles to the door of a Shetland family, and everyone naturally takes it that he is the sole survivor of the Norwegian ship which was wrecked on the night of his arrival. Like little Agnes, Finn Learson is almost silent, but unlike her he knows how to win the hearts and affections of man and beast.

Only 12-year-old Robbie Henderson, his imagination stirred by his grandfather's tales, stumbles on the true nature of the man, and learns the significance of his name. He alone realizes the threat that hangs over his golden-haired sister, Elspeth, and so has to bring about the means to save her.

For the sake of the story, *A Stranger Came Ashore*, is set in the time of the Press Gang, but its actual historical date is unimportant. The setting, however, unlike Helen Griffiths is real and precise. Shetland is like no place on earth for the lyrical beauty of its islands and the plain, earthy, Scandinavian wisdom of its people. Mollie Hunter has caught this exactly. The numinous power that lurks in Shetlandic riddles and folk-lore; the dread exercised by the trowies; the magical rites that attend such beasts as the raven and the seal; and the old fertility magic of the annual New Year festival of Up Helly Aa are all far removed from the fey superstitions of the Western Isles, and no less potent for that. The Shetlanders, like the Norwegians, are moulded by the long winter night, and the fact that they never get far from the sea, from which they get their living.

Mollie Henderson, like the Shetlanders themselves, has a rare skill of moving between the worlds of magic and those of ordinary human feelings and relationships without doing damage to either.

AIGHTFORWARD ADVICE

ry Vaughan

Fang. By Audrey Coppard. d by Alison Prince and Parry. Heinemann £2.50. 91 2.

t the illustrations, this would be a cheaper book but less so effective—although Mrs d is both. She does not r the age group at which she ming, but children round about perhaps under rather than over, seem to be the target, but the ould be enjoyable and informative for any reader. the dreadful gaffe of "for ssion there are no snakes in nd"—the reason, Mrs Coppard, they were personally banished by Saint Patrick—the illustrations and descriptions of the three kinds of British snakes are the best I have seen and ought be a good basis for a family or school quiz. The advice on treatment for snake bites, and for other accidents is excellent: simple, straightforward and basic, truly first aid without confusing extras. I fear though that "Dogbites in this country are not harmful, because we have wiped out a disease called 'rabies'" is unduly optimistic in view of the rapid advance of that terrible scourge towards the Channel.

The excellent chapter "Coping with the Family" presupposes a child's return home to an unconscious mother and wisely does not meddle with differential diagnoses. (An emergency that might perhaps have been given a little space is the epileptic fit, which can be very alarming to anyone seeing one for the first time, and the very simple emergency care of which can prevent further damage to the patient and is easily dealt with by a 12-year-old or younger child who doesn't panic because he or she knows what to do.) The basic cooking suggested may result in tough eggs and mushy potatoes; and throwing cotton wool down the loo after dealing with baby's bottom may necessitate later first aid by the plumber; but the general guidance on coping is simple and practical.

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Libraries to resource centres: analysis of a revolution

by Dan Douglas

"Organizing Resources: Six Case Studies"; The final report of the Schools Council Resource Centre Project. By Norman Beswick. Published by Heinemann Educational Books. £6.80 *ISBN* 0 435 80067 1.

For centuries the library has been the storehouse of knowledge in institutions of learning. During the last decade a vast range of multi-media materials for learning and teaching—plus fundamental curricular and organizational changes—have transformed libraries from medieval book-lined mausoleums into resource centres, which are as much a part of the latter half of the twentieth century as colour television.

The modern resource centre is the nerve centre of universities, colleges and schools. In the last 10 years a whole new vocabulary has come into being: non-print material; information retrieval; hardware; software; data storage; optical coincidence cards; post-coordinating indexing; reprographic unit.

Even the time-honoured title, librarian, is rapidly disappearing from our language, to be replaced by head of resources; resources manager; media resources officer; director of multi-media resources for learning and teaching.

In the light of the resources explosion of the 1960s there had to be some attempt to assess what was happening in the area of resources in the schools. Questions which had to be asked included: How did resource centres come into being in schools? What type of organization was required within a school so that teachers and pupils had ready access to all the learning resources they might need, in whatever way they framed or conceptualized that need? And what type of organization was required so that teachers could produce their own supporting materials, and have access to the raw data from which these resources were created?

The answer to these and a host of other questions are to be found in the Schools Council Resources Centre Project (Schools Council Working Paper 43 Published 1972), the "second stage" of which carried out between 1971-73, is the subject of Norman Beswick's book.

The book is the final report of the project—of which he was research officer—and the report is based on six case studies carried out during 1971 and 1973 at John Smeaton School, Leeds (Senior High School, new building); Heywood Senior High School, Lancashire; Codsall Comprehensive School, Staffordshire (11 to 18); Fakenham Grammar School, Norfolk; Greneway School, Royston, Hertfordshire (Middle School, nine to 13); Nailsea School, Somerset (Comprehensive, 11 to 18).

Organizing Resources will be the definitive work in the area of resource-based learning and teaching for many years. It is written with clarity, humility and even greater humanity. Although dealing with such cold clinical concise information as classification and compilation, the author never falls into the trap of producing sets of full case study statistics. Never once does he make the assumption that this method is "the only way," or "the right way."

Although the book contains a wealth of detailed information about technological innovations, it is always the human element that Beswick is most concerned with. It is the enthusiasm of an individual teacher that makes one school resource centre a success. It is human error that puts another in jeopardy.

Not only is this report a piece of honest, refreshing writing in an area, which has given rise in recent years to far too many pompous and pious papers, but the manner and style in which the project was carried out make its findings of real value.

The criteria for selecting the schools were clearly defined:

"Each school must be about to attempt the establishment of a resources organization, and show signs of being able to do so within the period of the project's life.

"Each school must be distinctive in kind, in the nature of its buildings, in its finance and staffing, and in other similar objective features.

"Each school must be in a different area of the country to give if possible a mixture of rural and urban settings.

"The local education authority must be willing for the project to be associated with the school and to report on it.

"The local education authority would not be providing unusual financial support to the school because of its association with the project.

"The school itself must be keen to associate with the project and allow itself to be studied and reported on."

It must have been tempting for Norman Beswick and his research assistant, Rosemary Roddon, to have presented the six schools with elaborate equipment and ample finance in order to monitor purpose-built school resource centres.

But Beswick was adamant from the outset that "the project would offer no money and no extra physical help of any kind; in fact we were particularly concerned that the schools should be working within ordinary conditions in every respect.

"We would help them in this way to set up a resource organization, and they would allow us to monitor the process and test the effectiveness of the result."

The project is referred to throughout the book as "the second phase", and though I fear that the reader will be irritated by the far too numerous references to Working Paper 43 (the First Phase), this book—or report is capable of acceptance in its own right, without constant reference to the texts and prophets of the "Old Testament" (Working Paper 43).

The objectives of the Second Phase are simply and clearly stated; the two years of the project are neatly sub-divided into "The founding year" 1971-72 and "The testing year", 1972-73.

Meticulous attention to detailed information is the hallmark of this book. It is to the credit of Norman Beswick that he has been able to achieve an almost perfect balance between presenting a wealth of detailed data, and information on organization, equipment, finance, and manpower, in concise and readily understandable form.

This book can do nothing but encourage the most timorous head, who is still fearful of setting up a resource centre, to plunge in at the deep end and create one which will serve the needs of his particular school. However, there are no set rules.

"Busy administrators would no doubt be happy if these (resource centres) could be reduced to a simple list of recommendations and 'best buys'. In North America and, it appears from the literature, in Australia also, education authorities have often established superb organizational structures, at school and district level, with rigorous guidelines for stock provision and particularly rigid hierarchies for staffing.

"Some people have hoped that this project, among others, would urge similarly monolithic structures for this country. Our experience, on the contrary, suggests that human, personal and local factors matter much more, and we prefer resources organizations to grow organically from schools outwards rather than from other directions. There will not be one single pattern applicable to for all schools and all areas, and we have been impressed by the variety of answers found in different places to what were basically similar problems."

This book is not only an effectively documented report of six case studies, in which the amount of detail is almost overwhelming, but it is a reference book for all concerned with the organization of resource centres, particularly teachers and librarians, although librarians come in for some gentle chiding from Mr Beswick for their reluctance to accept multi-media resources with enthusiasm. The appendices (129 pages) contain a complete and comprehensive guide to every aspect of classification of media and are worthy of publication in slim volume form.

The project was secondary school oriented and it would be a great pity if primary teachers felt that there is no place in their schools for such centres. Some of the best and most efficient I have seen have been in primary schools. As Norman Beswick explains in his "Conclusion":

"We would very much have liked to have included a primary school or so in the team; our middle school is perhaps an example to them of what may be attempted, but not all primary schools have the advantage of a library room. We are inclined to think that a special primary project would be helpful if someone would mount it, and we would be most interested to read the results."

It would be most helpful if the Schools Council were to invite Norman Beswick to carry out a similar project at six primary schools. Meanwhile, as a result of this book many schools will develop resource centres in many ways. Whatever they term them—resource centre; learning resource centre or library resource centre, and however they organize them, one vital volume that must be housed in them is this book.

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Emporium for dinosaur lovers and others

by Mary Hoffman

Outside a corner shop in a small residential street in Barnet stands a large red plastic dinosaur. To be exact, a large red plastic Tyrannosaurus Rex. Inside the shop the customer is assailed by prehistoric animals of all sizes and colours, from serried ranks of minimodels at 15p a woolly mammoth to dramatic scenes from prehistory and reconstructions of the domestic amenities of Cro-Magnon man, all made from kits. Once accustomed to the dinosaur-dominated foreground, you realize that the shop also contains a fair sprinkling of Roman models and an impressive collection of wallcharts on every subject from laying a table to reading an ordnance survey map.

This emporium of educational goodies is the small retail outlet of an enterprising mail order firm called Studio Two. It was started two years ago by Tom Doig, the dinosaur enthusiast, and Maureen Kane, a trained accountant. At least those are the roles they present to the visitor, but they both have a business world background as troubleshooters and, in the workshops and offices above the shop, they design and produce new educational materials.

Studio Two has three main branches: first, the dinosaurs and everything connected with them—kits, models, charts, books and cardboard cutouts. Then, they stock and catalogue all the wallcharts available in any educational field. But their main work is in audio-visual aids and project packs mental studies, the scien trial archaeology are all multi-media packs tha bought or hired by the

Local Hertfordshire res tapped for material, but are not only of local Britain, for example, through a project pack mium at St Albans co cassette, slides, postcards, a model of a Roman vill real bits of Roman coins.

The studio welcomes teachers and the propri high priority to dis advice. Children can bu a Roman pot to the shop as 20p and may come things for projects of such as a badger's foo Doig and Maureen Kane on the premises until showing films and slides

One of the studio's ma services is to fill all a l tion authority's audio-vi ments, as it does for piling the order fro network of contacts

As a resource centre, remote—where the Nor runs out—but since Tom to buy a dinosaur model of the back garden, it be fairly conspicuous they will pick up enthusiasts from High who want to visit the

Tom Doig and Maureen Kane with monster models.

Qualities and quantities

by Gillian Thomas

The British Standards Institution's recommendations for the quality and size of school exercise books and paper have just been updated. First issued in 1969, they cover such details as paper quality, size, construction of books and punching of loose-leafs.

In the light of six years' experience, an extra size for 32-page exercise books, 83mm by 203mm, has been added to the original five and each has been given a reference number, EB/1-6.

Cut paper still comes in three sizes, P/1-3, but the dimensions are now quoted solely in millimetres. A4 remains the largest size (P/1 which is the same as EB/1), having been included originally with the existing British sizes because it was so widely used internationally. ever no other international have yet been found suitab inclusion, and there are st international sizes for ex books.

Ninety-six-page manila books been dropped, leaving only 64 80-page ones. And, decimal having done away with gross dozens, exercise books should be packaged only in multiples 25 or 100.

The original standard was duced at the request of the Authorities Standards Adviso mittee because of the high tion of school funds which is on paper and exercise books British Standards Institu Park Street, London, W1.

Modern worship

Paul Turton

ship: Audio-Visual Programme Religious Education. Educa- al Productions Ltd and the -School Christian Fellowship. the set.

worship involves commitment as commitment may not be med by the teacher, the subject ne of the most difficult to teach. material in this, the fifth in a ries of audio-visual programmes 14 to 15-year-olds, comes from a rce which ensures definite ristian presuppositions. With this viso, the teacher will find a valu addition to religious education urces. There are six soundstrips, ch of which approaches the sub t from a different angle, with suf ient variety in style to maintain terest.

Slaves to Nobody points out that rship is in fact a contemporary e in such areas as football, pop d personal relationships. The most werful worship object is taken to money which may not be true for e target age group. A striking strip which the counterpoint of visuals d commentary underlines the eas effectively. The syllabus notes eed to be used with discretion; ey contain strong elements of Christian nurture.

Getting the Big OK introduces Kevin, whose older sister is about to be married in church. It is helpful to personalize the strips with this character, who will appear in a further episode. The widespread human need to bring an element of ritual or worship to the celebration of the great occasions of life is explored. Kevin reflects on the hypocritical and inadequate way in which religion can be practised but is moved by the thought that persecution can lead to deeper belief.

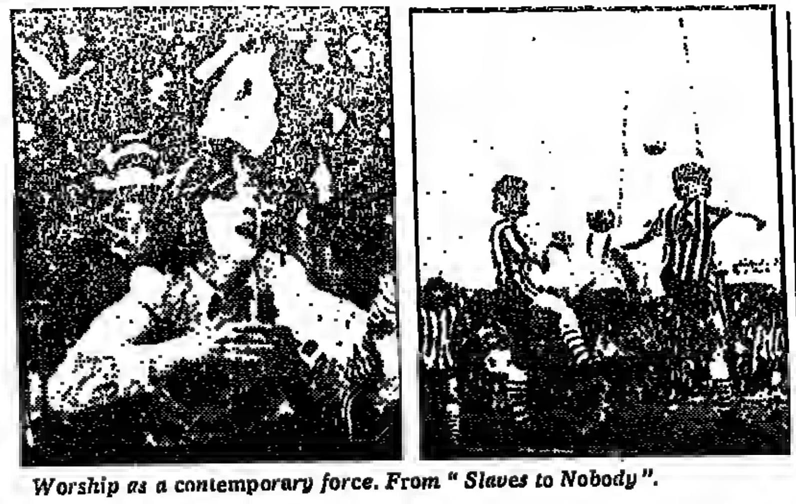
This strip attempts too much for clarity and the form of Kevin's comments, particularly about eastern Europe, are sometimes out of character. Again beware of the notes—the aration of lists of good and bad s for going to church is a exercise when motives are ly simple.

What's the Difference? aims to that variations in people and extend to religious belief practice. Kevin's visit to a Mus friend and his mosque is used illustration. It is good that the ers have felt the need to deal non-Christian religion.

However, the notes reinforce the that the unit deals with the or the "unexpected" rather trying to enrich understanding worship from the experience of One of the great advantages studying world religions is that religious understanding of pupils mature in the light of experi from outside their own tradi The strip is too superficial to much in this respect.

G5: Special Agent uses a political inquiry to strate the strength of wor It is indicated that the form of worship is Christian. The narrative will hold pupils' attention and the emphasis on the responsibility of "G5" for the mes he brings has many antece There is a balanced attention the Orthodox church in Russia the final "subtract" of G5 is red to Christ's passion. Indeed, could be expected from the Bransa Burbridge, here is Christian evangelism and pupils should be helped to appreciate this. The strip would be use for church membership classes.

Timed Out presents some examples of Christian worship in the rather artificial framework of teenager's thoughts while washing her hair. This is, in fact, one of the strips with a varied choice of examples and, as a dance sequence is included, worship will not be seen as just a verbal activity. The communion service is shown as central to the Christian tradition and a number of modes of the service are illustrated. Trouble has been taken to provide genuine variety and the notes are excellent and relevant to the material.


Worship as a contemporary force. From "Slaves to Nobody".

The final soundstrips, *Worship is for Everyday*, shows the reflection of belief in the worshipper's daily life. This is a vital element in the appreciation of worship and the inclusion of a husband and wife is of value. The assumptions are Christian but comments are not pietistic—"I don't kneel by my editing bench". The ideas expressed are given a balanced context but again the notes should be used with caution.

This is a useful series with a breadth of approach which has not always been apparent from this source. Nevertheless, schools will need to recognize that here, at heart, is still a resource for Christian nurture. The soundstrips attempt to fill a real gap and will be of particular value as evidence of the way that Christians think about worship. The material will be most valuable in voluntary religious education for teenage groups.

Musical standards

The British Standards Institution have revised *BS 3499 School Music Equipment Part 2B Clarinets* and have extended its scope to include requirements for clarinets in A as well as B flat. In the first edition emphasis was placed on close tolerances for certain dimensions and on specific dynamic characteristics determined from the playing of three test notes.

It is now recognized that it was unrealistic to demand those requirements, and until satisfactory objective methods of trust for instruments have been drawn up, verification of compliance with the new standard will be judged by a special assessment panel.

The revised British Standard has been prepared with the intention of ensuring that instruments complying with it will have good musical qualities and be durable for use in schools.

Copies of BS 3499 Part 2B are available from BSI Sales Department, 101 Pentonville Road, London N1 9ND. Price £3.50 including postage.

Film festival

The London Co-op Education Department is organizing a "Let's Make a Film" festival for primary and secondary schools and youth groups. The closing date for applications is March 1, 1976.

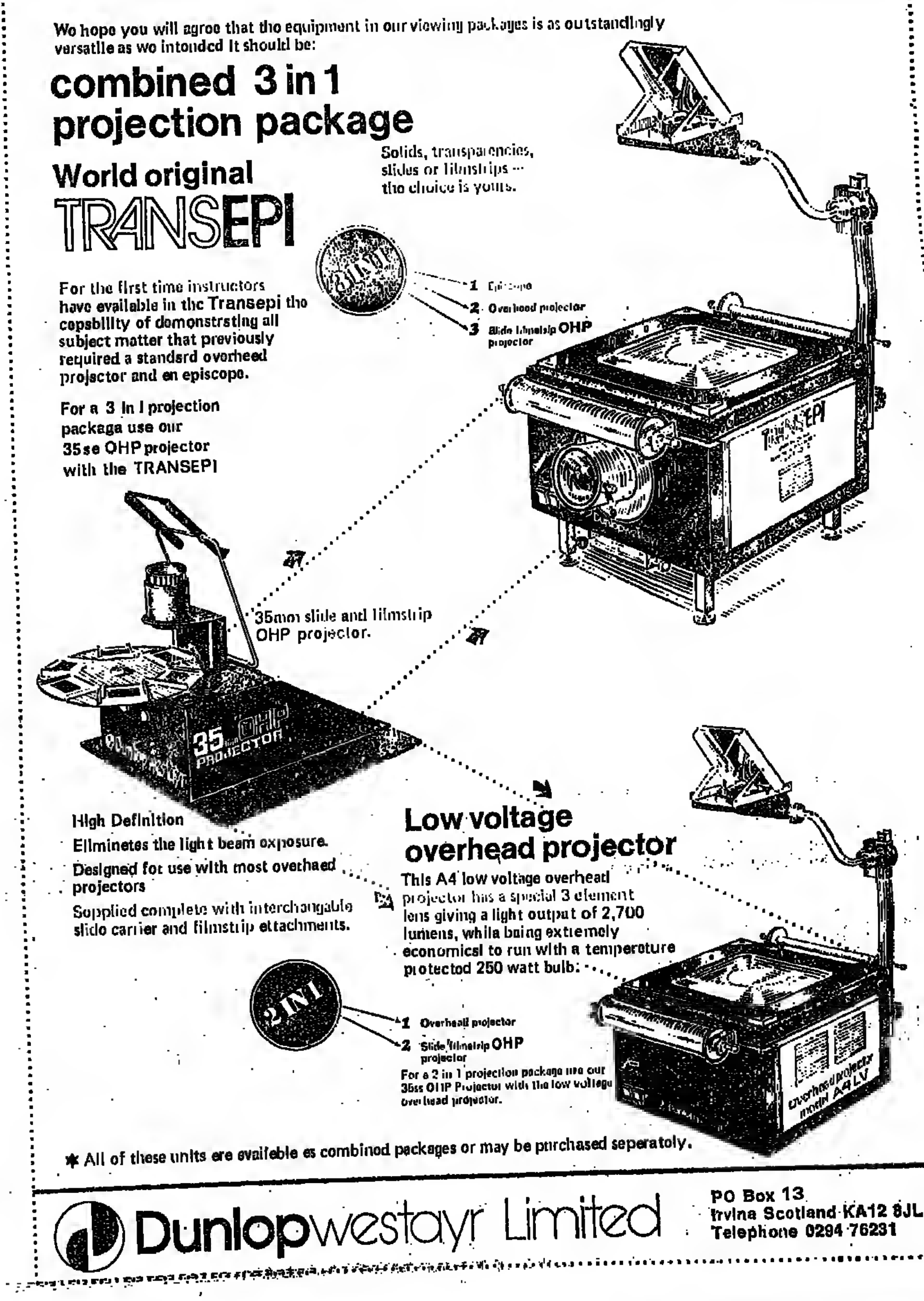
The Co-op Education Department emphasize that the event is not a competition but a festival for both beginners and more practised groups. Films should not be made by just one or two people but must be a collective effort with most of the work done by children.

Details about the festival from: The London Co-operative Society Ltd, Educational Department, Co-operative Centre, 129 Seven Sisters Road, London N7 7QC.

The British Educational Equipment Association have found a new venue in Hertfordshire for a regional exhibition. The NUT and the local authority have approved the use of the Mid Hertfordshire Teachers' Centre in Hatfield as a centre.

From November 18 an exhibition will take place in the centre, which was a secondary school, using the main hall, the stage and the large classrooms.

Exhibitions Organizer, BEEA, Sunley House, 10 Gunthorpe Street, London E1.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Left: the Razzle Dazzle Multiplier; right: One Dozen Eggs.

Colour, counting and telling the time

by Elizabeth Matterson

Discovery Time a new range of toys made by Palitoy, Shape Register, £4.99; Learning Clock, £4.99; Razzle Dazzle Multiplier, £3.99; One Dozen Eggs, £1.99.

This is another new range of playthings aimed at encouraging early skills such as shape and colour recognition, one to one relationships, counting and telling the time. They are toys rather than play material and most of the items involve some mechanical element which puts them in a different category from simple fitting and counting wooden toys or card games. The colours used are bright and the plastic material from which they are made is strong.

The Shape Register is the old familiar game of fitting shapes into their own holes with the box container in the shape of a cash register. Different coloured shapes are fitted into their own spaces in a top tray and can be made to disappear into the box by depressing keys marked with the matching shapes and colours.

The drawer of the register is opened by pulling a sturdy lever which makes a very satisfying clang each time. The whole process can then be repeated. This provides for a self-correcting exercise in that the shapes will only fit in to their own holes.

Shape matching is also possible as the right symbol on the key has to be found to make the shape disappear. Since each shape has its own colour, children may well be colour matching rather than shape matching when they press the keys. Unfortunately the two blues and two greens used are similar and the red and orange are also easily confused.

This criticism apart this toy proved popular and appealed not only to the young children but also those who had outgrown the conventional shape matching toys. Inevitably the pieces did jam inside, but the base of the container is easily removed by taking out four screws. The slightly older children who were using the toy at the time were interested in the simple mechanism inside which provided yet another attractive, if unintentional, feature.

This toy could be useful in the nursery as an unfamiliar alternative to the early fitting toys most children have at home. The extra features could also make it useful to the child who rejects the other "baby" toys yet still has difficulty in matching shapes.

The Learning Clock is of a similar construction to the Shape Register. The aim is to teach children of five to eight years to tell the time. The hands of the clock face are moved by pressing tiles marked from one to 12 into the appropriate hour slot. A further set of 12 tiles marked progressively in units of five can be pressed in to make the minute hand move round. The tiles are then released by pressing a central lever.

Once again the mechanical aspects were attractive to younger and older children alike. Unfortunately, those who already had some idea of telling the time became confused by the use of minutes. They could not relate the number on the tile to the number shown on the clock face.

Another drawback was that the hour hand pointed only to the hour figure with no relation to the number of minutes also being shown. Eventually one of the tiles jammed and it was impossible to remove the back of the clock to repair it. The item was disappointing both as a toy and as an aid to learning to tell the time.

The Razzle Dazzle Multiplier is a most attractive looking board with two sets of slides, one horizontal, the other vertical, which can be pulled aside to reveal how many three threes make or any other numbers up to 10. This is simply a mechanical version of the "tables number square" most adults remember surreptitiously making for themselves in the days when tables tests were a feature of everyday arithmetic.

The inclusion of nought as a relevant number is fairly unusual in any number game and this is one of the good features of the board. As a toy it was immediately attractive to a mixed age range of children, but the interest was not sustained after the novelty of pulling the slides to reveal numbers had worn off.

Older children showed little interest probably because tables are now rarely taught in this form in school. However, any child who is worried about rote learning of tables would probably find this game useful. The price is high but the board is well made and there is little that could go wrong with it.

One Dozen Eggs is another nice looking toy listed as suitable for three to six-year-olds. The egg box is the familiar shape seen at grocers but is made of very strong blue plastic and it appears to be virtually indestructible—the hinges, potentially the weakest point, withstood a fair amount of rough handling without breaking.

The eggs are made in smooth white plastic and are pleasant to handle. They separate easily into halves to show yellow circles, one side having raised dots and the other the appropriate number of holes into which the dots fit. Each half also shows the number of dots or holes so that they may be fitted together either by trial and error or by matching the numbers.

The older children who tried this soon exhausted the limited possibilities and the younger ones found it rather difficult to match the halves and became very frustrated.

If the matching had been made easier by using colours or shapes this toy could well have served a younger but wider age range as even one-year-olds would enjoy playing with the eggs and fitting them into the box. If the two halves of the eggs screwed together the toy would be more interesting, but the price would probably be higher.

Animal and bird songs

Animals in Music. SPA 366. £1.29. Birds in Music. SPA 367. £1.29. The World of the Sea. SPA 396. £1.29 Animals of Africa. Nonesuch Explorer H-72056. £1.85.

The three Decca albums in the well-known World Of series have obviously been designed with the teacher in mind. The animals record contains some rather predictable material: the Saint-Saëns zoological fantasy and an abridged version of *Peter and the Wolf*, but there are also some interesting inclusions, notably Ibert's charming piano piece "The Little White Donkey" and Tchaikovsky's "Puss in Boots and the White Cat" from *The Sleeping Beauty*. It is odd that the recording of Rimsky-Korsakov's bee is of the old George Malcolm harpsichord performance. Brilliant though it is, this is almost a period piece and it would have been much better in its more colourful orchestral version. Schubert's trout appears in the version by Curzon and the Vienna Octet.

The album of musical birds is more imaginative, and the musical excerpts are interspersed with wildlife recordings of the birds.

Among the rarities are Benedict's "The Gypsy and the Bird", sung by Joan Sutherland, and the exotic meditative aria by Granados, "The Maiden and the Nightingale" which contains the atmosphere of a warm Iberian evening. Josef Strauss's elegant waltz "Village Swallows from Austria" is heard in the Boskovsky recording, which has the added feature of live swallows twittering loudly at appropriate moments.

In a curious way, there is far more poetry and natural beauty in the Nonesuch wildlife recordings than in the compositions of the nineteenth-century composers who sought to imitate animal sounds. *Animals of Africa* contains field recordings made in East Africa, including the sounds of 12 animals or groups of animals. Although this appears to be a rather specialist record, it could have tremendous value in all sorts of teaching including music or English.

The sounds of the lion family grunting as they eat, with the cubs squabbling among themselves is quite fascinating, as is the extraordinary sound of the hyena with its characteristic "laugh".

It is not difficult to predict the items that appear in Decca's album *The World of the Sea*, but the record will be valuable in some subjects as well as a starter for creative work in music or art. *The Flying Dutchman* is present in phase four stereo, which sounds very splendid, making the old recordings of the "Sea Interludes" from *Peter Grimes* sound rather dated. Ansermet's superb version of Debussy's powerful symphonic poem *La Mer* is represented by the last movement only, but the inclusion of Malcolm Arnold's "Sea Shanties for Wind Quintet" seems a bit off the mark.

Colin Evans

Technology the amateu

by Nick Totton

Basic Video in Commu Community Newspapers Print—How You Can D self. 70p. Inter-Action Adv vice, 14 Talacre Road, Lo 4PE.

Recently, a great deal of c cutions technology has b professionalised". Equip video cameras, printing p typesetters is no longer t poly of commercial firms alist groups, but has com hands of more individ institutions. These h handbooks are one symp change: a series of d eminently practical g people without profess fications or special trai have or who can get advanced technology.

If Inter-Action have to grind, it is that munity must control the vity. For example, one d velling theatre shows, TV volves "kids of all ages making their own tele grammes to prove to phony superstars who are captivate their audiences can do better". A constr of these handbooks is to the techniques involved means criticizing not fo that only "experts" can newspaper or a film, but fantasy that elaborate abolishes the need for creativity and common sense.

The handbooks are sober the potential and the lim media technology as a tool munity development. This cularly true of the video which entitles a whole "Where does video fail?" out that video is often because it is available. where posters, meetings tions might be more though less dramatic. there is no point in making film unless there is adeq ment for playback. A film not be shown is a white The handbook also empha without really sophisticated equipment, the quality of is limited.

Having made these p authors give a clear and description of how to get out of the medium, once decided that it is the rig They report on the strong points of the different ma cast; and on how to This last covers basic shooting niques, how to construct edit film and a check-list commonly goes wrong. Also are a descriptive list of video projects in Britain liography.

In some senses, the print community newspapers has go together. The first prehensible details of all forms of graphic reprod duplicating, photocopying, litho, letter press, and silk along with suggestions on uses for each process, how to prepare artwork of paper and equipment.

As the introduction pamphlet is meant to give cal information on how to not what to print". Comp the video handbook, there tain starry-eyed quality no longer just have to can create what we haps; but nothing much about the real obstacles between most people and a creative use of print.

The same can be said of the munity newspapers handbook observations on their positive tial are accurate enough—a dog of bureaucracy, a tran self-management, etc. But a who has worked on such a will remember much that is tioned, about the frustra hunting information, the boredom of street-selling absence, in practice, of from the readership. How one who is committed to a non-commercial newspaper sort will find the handbook source of information on every aspect of the project.

Woodwork for the left-handed

Information about woodwork equipment for left-handed pupils is included in a bulletin published recently by Lervad (UK) Ltd, who claim to be the only bench manufacturers who cater for left-handed pupils—about 10 per cent of students. Benches include the 610 L, a special left-handed version, and the 620 L or 621 L, which can be sited at the ends of groups where there is no interference from right-handed workers. Special clamping devices can also be used to make life easier for left-handed pupils.

Further information from: Lervad (UK) Ltd, Unit 4 Crusader Estate, Halifax Road, High Wycombe HP12 3SD.

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Resources for religious education

The survey of organizations and resources supplying materials for religious education (*TES*, October 3) made no claims to be entirely comprehensive.

However, a couple of readers have drawn our attention to two organizations omitted from the article, which they have found particularly helpful. These are the Shap working party on the teaching of world religions in schools, whose address is Borough Road College, Isleworth, Middlesex, and the Association of Religious Education, a body of religious education teachers engaged professionally in schools and colleges. They can be contacted care of Mr Lefroy-Owen, Maplewood House, 55 Boundstone Road, Rowledge, Farnham, Surrey.

A new centre for religious education is to be set up at Christ Church College in Canterbury. Both the l.e.a. and the diocese will be involved and the schools library service will help to extend the service and make it mobile.

Letter

Sir,—Frances Studley's article, "Resources for religious education" (October 3) contained a list of teachers' and resource centres specializing in religious education. To prevent confusion, may I point out that the Cambridge Religious Education Development Centre is not, in fact, part of Homerton College although its setting up in 1968 by the local education authority could not have taken place without the interest, support and goodwill of the principal and staff of the college.

The centre is the only one in the country instituted by a local education authority for curriculum development in religious education and it is part of the Cambridge Curriculum Development Centre.

Its close proximity to a college of education makes ideal provision for the mutual sharing of facilities and professional expertise. It is, nevertheless, important to clarify the distinctive roles of the college of education and the local education authority centre.

BRENDA HARRISON
Senior advisory teacher for religious education in Cambridgeshire.

Ideas,
argument, experiences,
research

TALKBACK

Discrimination against women in higher education/
Material
for remedial work.

nfair sex

rgherita Rendel

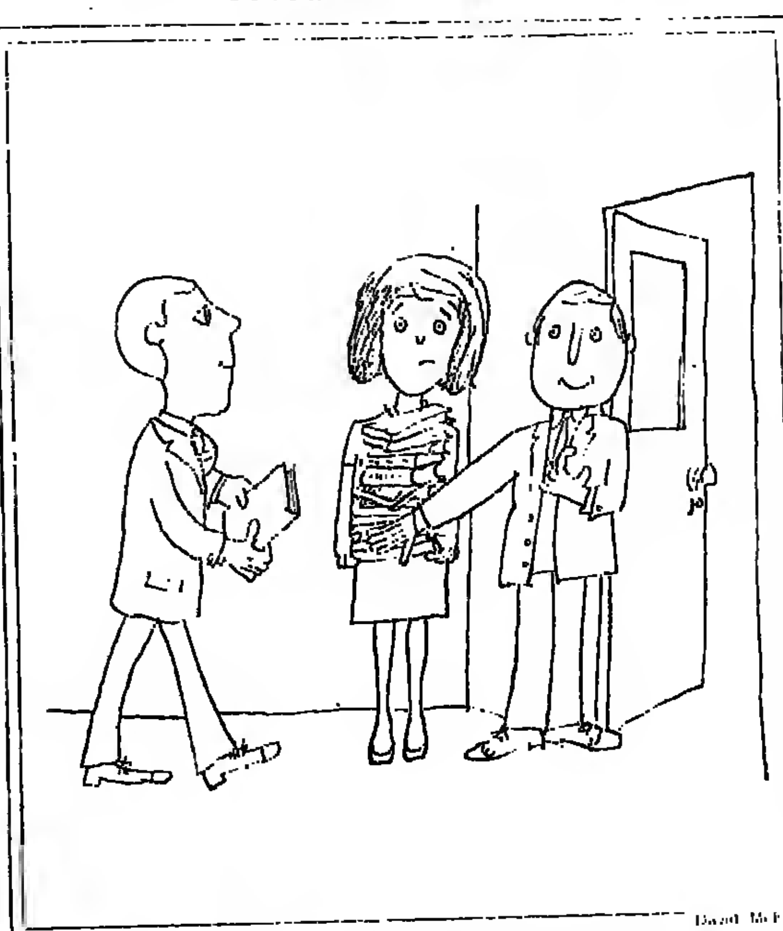
men academics in British and n universities are not re d for their achievements to ame extent as men. This is nding of Tessa Blackstone and er Fulton in "Sex Discrimination among University Teachers: a sh-American Comparison" ish Journal of Sociology, Sep However the authors d their data, collected in comparing like with like as e age, subject, quality of first e, higher degree, and publica s, women consistently came out In the United Kingdom, 21 cent of women aged 40 to 49, h high publication rates, held rank of senior lecturer or above, pared with 74 per cent of the , and 55 per cent of the women 50 or over compared with 85 cent of the men. The discrep ies in salary were between 20 cent and 25 per cent for those ed 40 or over.

These poor rewards have two in causes: the institutional and ructural arrangements including ponsorship; and the acceptance by h sexes of conventional assumptions that discourage self-confidence ambition in women, and condi n them for marriage and child Such acceptance cannot account for the poor rewards the high-publishing women.

The holding of a postgraduate is the usual route to a uni post. Data analysed by the for British Sociological Asso 's working party on the status women in the profession show women are consistently more ssful than men in obtaining l" awards than "quota" ds, the latter being more de on sponsorship. The pro n of women gaining awards social sciences is consistently less the proportion of men, but sociologists are more suc than women in other social es, including education. There however, little difference in the portions of men and women gaining firsts and upper , the necessary qualification award.

a poll undertaken by the BSA party in 1974, members asked to outline their ience if they felt their career ever been affected by sex dis ination. A number of women mented on neglect by academic when they were students, lack orship and failure to recog their career aspirations. These were from sociologists , as has been shown, less to be disadvantaged than in other subjects. Is it likely women sociologists are more than, women studying subjects?

findings of the BSA poll ary and rank accord with of Blackstone and Fulton's survey. Many women re experience of blatant and discrimination. I know surveys of this kind some ondents understate their experience of discrimination, and omit , which are perhaps too ful to recount or perhaps felt too dangerous to be written even in a confidential survey. interviews produced more angrier responses than any single topic. The questions ced disproportionately on en ment, marriage and having dren", wrote one woman. Relationships with colleagues were contaminated by "the non-stop sexist remarks".



David McKee

The statistical data of Blackstone and Fulton support the complaints of high-publishing women, both those who were successful and those who, at the time of writing, were not, that they were denied due promotion. There were complaints that able women were rescued by less gifted males in senior positions. Some women reported deliberate victimization and exploitation.

Four examples from other sources illustrate the last point. Probation for a woman who had already passed the efficiency bar elsewhere was extended without investigation, after four satisfactory annual reports, at the instance of a man who knew little of her work. A woman was passed over for promotion in favour of a man of the same age, less qualified, less experienced and with virtually no publications, whereas she had published more than the head of department. Had she been coloured, she said, she would have complained to the Race Relations Board.

A woman with good publications, hardworking, good at teaching and active in public life was stopped at the efficiency bar without investigation. The university refused to give reasons for this decision and no one else could find any. Another lost her job after she had refused to agree that a man, senior to herself but who had published little, should appear as first author of the book she had written. When she complained, the university authorities did nothing, telling her that as she was married it was not her bread and butter. Such examples are not exceptional. Women in similar cases should, in future, be able to sue successfully under the Sex Discrimination Act and the Equal Pay Act.

The data analysed by Blackstone and Fulton were collected in 1969, that of the BSA in 1974. Has there in fact been a deterioration in the position of British women academics? A quick analysis of the numbers of men and women at four institutions of different types, the Institute of Education and Westfield College, at London University and Lancaster and Nottingham Universities in 1969 and 1974, (as well as national figures) suggests this may be so.

The proportion of women staff and women in senior posts (senior lecturer and above) in the two London colleges has dropped by between 23 per cent and 40 per cent in total academic staffs that have increased by 46 per cent and 69 per cent. In the two universities, the proportion of women has increased by 2 per cent during the 10-year period but has not yet reached double figures; at Nottingham, the proportion of senior women staff has remained static at 5 per cent and at Lancaster it has increased from nil to seven per cent.

Evidence submitted in the BSA poll suggests some highly gifted women were able to secure posts only because of the expansion of the mid-1960s. Are universities denying students the possibilities of being taught by some of the most gifted teachers and researchers?

The statistical evidence suggests that a formal investigation by the Equal Opportunities Commission is needed to ensure that women do not continue to be the unwilling victims of arbitrary prejudice. Greater fairness in the treatment of university staff is essential for the efficiency and academic freedom of universities, the progress of research and proper concern for students.

Margherita Rendel teaches in the department of higher education at the Institute of Education, London University.

Dear Mr Publisher

Cliff Edwards

Thank you for returning my manuscripts, and I note that your main reason for rejection is that they are not "expected" material, and that there is no theme. For these reasons, you believe that teachers will not buy them.

Let me tell you, very plainly, that remedial teachers will buy them. The only thing that remedial teachers will not do, in their efforts to pull up their charges, is to write to the educational press or to make their views known. They are too busy.

Disregarding the nonsense propagated by educational psychologists and HMIs, remedial teachers require material which will fit in with their schemes and methods of teaching but without disturbing them, and to put you in the picture, I will tell you what actually happens in the comprehensive school where about a fifth of the first-year intake is in need of reading and writing remedies.

In a school of, say, 1,600, about 50 to 60 boys (mostly boys) will be selected for special attention. The experienced head of department does this quickly. First, he looks up the junior reports and notes that about half-a-dozen have a reading age of seven years. This he knows to be nearer five, and they do not need testing. Those with reading ages of eight or nine are quickly put through the Schonell single word test, found to be between six and eight, and are also accepted. Pupils with spelling and writing difficulties are brought in, mainly to protect them from new subject teachers who may treat them harshly. And so we end up with two classes of 25 pupils in each.

The important thing is to get them back into the regular classes. At least 10 will be returned at the end of term, and only about 12 will be left in the second year. Few, if any, will be left in the third year but space will be made in the timetable for the development of their vocabulary and language skills.

All of my books and exercises are based on what the pupils find in normal life, as opposed to educational life. They read comics, advertisements, newspapers and popular weeklies. All of these have one thing in common: there is no set theme. Comics are composed of funnies (Baby Crockett); acceptably fantastic violence (Kung Fu); characters in trouble (we had Weary Willie and Tired Tim); and heroic adventure (Garth).

Much the same is found in newspapers, with the addition of sex (which, in my opinion, should be played down for the classroom). In the popular weeklies and on television, horror and monsters and crosswords and games and competitions and horoscopes abound. But although this format has been getting such publishers a living from the year dot, there is never a theme.

In submitting to you, at your suggestion, material for a series of 64-page books, illustrated by black and white line drawings and photographs, I have taken this normal material into account, and also the nature of the remedial class in the first three years of school and particularly in the first year.

There will be at least two girls with no motivation who sit like eggs in a nest box. There will be two trouble boys, supported by several more, and there will be gorgeous children who really want to learn. Some will be neglected by their parents, and need comforting. There will be the bewildered, the lost and the fearful, the ones who need a cuddle and those who need stern words. But all of them need something to do within their knowledge and their accomplishment.

For five years or so, I have made up many worksheets. This has been a must, simply because little is on the market which is of real use to me as a remedial teacher. I maintain that only remedial teachers can write suitable material, and I still smile at the time when, after publishing such wicked thoughts in a professional journal, a writer attacked me—and the editor upheld her views to the extent of placing them in his editorial without giving me the right to answer.

So how do we get reasonable stuff, bereft of swearing, corny yarns, etc, published? I have submitted to you an easy-to-read assembly of comedy (in successive short stories), popular horror (Jack the Ripper and so on), hobby stories (fishing), teenage tales, make-your-own hairscape, and that brainwave of a crossword idea called Wardworms which allows phonic programming without rote.

There is also the exercise on making a newspaper, and how to go about it; how to write verse and blank verse; how to make cartoons; factual stuff about strange creatures; birds and bird watching; and the general run of the mill interest which is found in the media known to children and their parents. Most of the material is short, some of it taking only a single page.

The reading age varies from six to 10, and a lot is delivered so that the pupils can pick and choose as they like and to busy themselves while the teacher gets on with individual coaching, placating, telling off and removing splinters.

I sometimes wonder, Mr Publisher, if I should give up or if I should start my own publishing company.

Yours sincerely

Children's songs

Sir,—Though over the past 200 years there have been many collections of the rhymes of children, there are few examples of accurate transcriptions and analyses of the most characteristic features of the rhymes—the rhythms and melodies that accompany them.

Some years ago, the Schools Music Association discussed the possibility of organizing a national collection of children's singing games in the United Kingdom. This is now the subject of a research project in ethnomusicology in the department of social anthropology, Queen's University, Belfast. The first research worker in this project is at present financed by a studentship awarded by the Social Science Research Council.

We hope that teachers, youth leaders, playgroup workers, schoolchildren and other interested parties will be able to help in the research by making recordings in their own areas, which they will then send to the research worker to be copied, transcribed, analysed and deposited in a national archive that will be housed at Queen's University. We also hope that the results of the research will make a contribution to the development of music education. The original tapes will be returned after copying to their owners, and all rights of ownership and copyright will be respected.

If you are interested in participating in this project, please write for further details, with your name and address, to Mr Jan Steele, Department of Social Anthropology, Queen's University, Belfast BT7 1NN, Northern Ireland.

JOHN BLACKING,
Head of social anthropology,
Queen's University,
Belfast.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Headships 32
Deputy Headships Senior Masters/Mistresses 32
Other Appointments 32

Primary Education
Headships 32
Deputy Headships Senior Masters/Mistresses 49
Heads of Department 49
Scale 2 Posts 49
Scale 1 Posts 50

Middle School Education
Headships 51
Deputy Headships Senior Masters/Mistresses 51
Modern Languages 51
Physical Education 51
Science 51
Other than by Subjects 51

Secondary Education
Headships 51
Deputy Headships Senior Masters/Mistresses 52
Remedial Posts 52
Art and Design 53
Classics 53
Commercial Subjects 53
Domestic Subjects 53
English 54
Geography 54
History 55
Humanities 55
Mathematics 55
Modern Languages 56
Music 57
Pastoral 58
Physical Education 58
Religious Education 58
Rural Studies 58
Science 58
Social Studies 60
Technical Studies 61
Other than by Subjects 62
Appointments in Scotland 64

Junior Sixth Form Colleges
Scale 2 Posts 64
Scale 1 Posts 64

Special Education
Headships 64
Deputy Headships Senior Masters/Mistresses 64
Scale 2 Posts 64
Scale 1 Posts 65

Independent Schools
Headships 65
Art and Design 65
Classics 65
Commercial Subjects 65
Domestic Subjects 65
English 66
Geography 66
History 66
Mathematics 66
Modern Languages 66
Music 66
Pastoral 66
Physical Education 66
Religious Education 66
Science 66
Technical Studies 66
Other than by Subjects 66

Preparatory Schools
Headships 67
Geography 67
History 67
Mathematics 67
Music 67
Physical Education 67
Science 67
Other than by Subjects 67

Colleges of Further Education 67

Polytechnics
Heads of Department 70
Other Appointments 70

Universities 70
Fellowships, Studentships and Research Awards 72

Colleges of Education 72

Adult Education 73

Assessment Centres 73

Youth and Community Service 73

Overseas Appointments 74

Administration
Local Education Authority 74
General 75

Child Care 75

Educational Psychologists 75

School Health Service 75

Examiners 76

Librarians 76

Ancillary Services 76

Miscellaneous 76

English as a Foreign Language 76

Appointments wanted

Other classifications
Educational Courses
Awards and Scholarships
Contracts and Tenders
Personal Announcements
Exhibitions
For Sale and Wanted and Postal Shopping
Holidays and Accommodation
Properties for Sale and Wanted

Nursery Education

Headships

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
WINDSOR STREET NURSERY SCHOOL

Required for January 1976: HEAD TEACHER.

This is a new purpose-built Nursery School to be opened in January 1976 which would be organised on a part-time basis catering for the needs of 40 children in the morning and 40 children in the afternoon.

Applications by letter (no forms) giving details of qualifications and curriculum vitae within seven days of this advertisement to Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DR.

Deputy Headships Senior Masters/Mistresses

SHEFFIELD
EDUCATION
BEIGHTON NURSERY INFANT SCHOOL

Required for Easter, 1976, or earlier if possible, a DEPUTY HEAD TEACHER for this Group 5 School. Salary £3,750 to £4,833.

Application forms are obtainable from the Chief Education Officer, P.O. Box 67, Leopold Street, Sheffield S1 1RJ, to whom they should be returned as soon as possible.

Other Appointments

DEVON
SOUTHWAY INFANTS SCHOOL,
Sampfylde Way, Southway,
Plymouth

Nursery TEACHER required to work in a purpose built nursery. Nursery training and/or experience in a nursery class or school essential. Scale 1 post.

Application forms (stamped addressed envelope) from Headmistress returnable to her as quickly as possible.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
SCARTHO NURSERY SCHOOL
Pinfold Lane, Grimsby

Required for 1st January, 1976: TEACHER. Nursery training is desirable.

Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby, should be returned to the Head Teacher at the school within 10 days of this advertisement.

LEICESTERSHIRE

NEW PARKS HOUSE INFANT SCHOOL
Pinder Road, Leicester

SCALE 2

TEACHER in charge of Nursery Unit required January. A 90 place unit. 30 full-time places and 60 part-time places.

Apply (no forms) with full particulars and the names and addresses of two referees to the Head from whom further details can be obtained.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
LOW HILL NURSERY SCHOOL

Required for January 1976: Qualified ASSISTANT TEACHER for this purpose-built Nursery School catering for the needs of a multi-racial area and operating at the moment entirely on a part-time basis.

Applications by letter (no forms) giving details of qualifications and curriculum vitae within seven days of this advertisement to Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DR.

Primary Education

Headships

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
HEAD, Group 6
GREAT LINFORD COUNTY COMBINED SCHOOL
Milton Keynes
(age range 5 to 12)

This purpose built school for 488 pupils is being built in association with major housing developments as part of the new city of Milton Keynes. It is scheduled for completion towards the middle of 1976 and a Head will be appointed from April of that year. The Development Corporation is making houses for rent available. Subject to the County Council's regulations, removal expenses to a maximum of £158, and board and lodging allowances, are payable.

Application forms and further details can be obtained from Mr. R. G. Roberts, Divisional Education Officer, Wolverton House, Wolverton, Milton Keynes MK12 5NY. (Please enclose a stamped addressed foolscap envelope.)

DEVON
BUDLEIGH SALTERTON,
ST. PETER'S C. of E. PRIMARY SCHOOL
(Roll: 242)

Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER, Group 4 (£4,794-£5,418 per annum). The vacancy arises through the retirement of the present Headmaster and the Managers seek to appoint a regular communicant member of the Church of England.

The successful applicant will be expected to take up the appointment on 27th April, 1976.

Application forms (stamped addressed envelope please) from Area Education Officer, East Devon Area Office, "Morwenstow", 7, Barnfield Crescent, Exeter, EX1 1SU, returnable by 10th November, 1975.

DONCASTER
METROPOLITAN BOROUGH COUNCIL
DONCASTER EDUCATION COMMITTEE
DONCASTER WAVERLEY JUNIOR SCHOOL
Douglas Road, Doncaster
DN4 7EZ
Telephone Doncaster 853326

HEAD, Group 5.

Applications are invited from suitably qualified TEACHERS for the post of HEAD at the above Group 5 school.

Further information and application forms available from: The Director of Education, Princegate, Doncaster, to whom they should be returned as soon as possible.

EALING
(London Borough)
EDUCATION SERVICE

HEAD TEACHERS required for April, 1976, for the following schools:

DORMERS WELLS? — no: BURDANS PARK FIRST SCHOOL
Lady Margaret Road, Southall, Middlesex

ISLIP MANOR FIRST SCHOOL
Islip Manor Road, Northolt, Middlesex

Both schools are Group 6. Salary scale £5,583-£6,207, £351 London Allowance.

DEPUTY HEAD TEACHER required for April, 1976, for:
DURDANS PARK MIDDLE SCHOOL
Lady Margaret Road, Southall, Middlesex

Group 5. Salary scale £4,428-£4,852, £351 London Allowance.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Application forms from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned as soon as possible.

GLOUCESTERSHIRE

HEAD TEACHERS required at the following new Primary Schools (opening 1st September, 1976):—

CAM EVERLANDS COUNTY
Dursley
Group 4

WESTRIP COUNTY
Stroud
Group 4

Successful candidates will be expected to take up appointment from Summer Term, 1976 (i.e., 27th April).

Forms and further particulars from the Chief Education Officer, Shire Hall, Gloucester. Enclose stamped addressed envelope.

HAMPSHIRE

MID-HANTS AREA

HINTON AMPNER C.E.
(CONTROLLED AIDED)
PRIMARY SCHOOL

Hinton Ampner, near Alresford

HEAD TEACHER required May, 1976, for this Group 1 school.

Application forms and further particulars are obtainable from the Area Education Officer, Southgate House, St. Swithun Street, Winchester (a foolscap stamped addressed envelope would be appreciated), to whom they should be returned by 21st November, 1975.

NORTH-WEST AREA

FAIRFIELDS COUNTY JUNIOR SCHOOL

Council Road, Basingstoke, Hampshire

Applications are invited from suitably qualified and experienced TEACHERS for appointment as HEAD TEACHER of this Group 6 school from the commencement of the Summer Term, 1976. There are at present 406 junior children on roll. Salary £5,583-£6,207.

Further details and application forms are obtainable from the Area Education Officer, Sun Alliance House, 37-41 Wote Street, Basingstoke. Please submit a foolscap stamped addressed envelope and return all applications to this address by 12th November, 1975. Assistance with removal expenses in approved cases. Housing accommodation may be available for the Basingstoke post.

HERTFORDSHIRE
COUNTY COUNCIL

EAST HERTFORDSHIRE DIVISION

ANDREWS LANE JUNIOR SCHOOL

Andrews Lane, Cheshunt

HEAD required (Group 4, £4,794 to £5,418, plus fringe allowance). Vacancy available from 1st January, 1976. Appointment likely to be made from 26th April, 1976.

Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8DQ. Closing date 14th November, 1975.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
APPOINTMENT OF HEADMASTER/HEADMISTRESS
SUTTON IN ASHFIELD LEAMINGTON PRIMARY SCHOOL
Clare Road, Sutton in Ashfield, Notts.

Qualified TEACHERS are invited to apply for appointment as HEADMASTER/HEADMISTRESS of the above school.

(Number on roll: 450)
Salary Group: 6
Vacant: Summer Term 1976.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.

Closing date: 14th November, 1975.

OXFORDSHIRE
SPEEDWELL COUNTY FIRST SCHOOL
17 Sandford Road, Littlemore, Oxford, OX4 4HU

Applications are invited from suitably qualified candidates for the HEADSHIP of the above school, which will become vacant at the beginning of the Summer Term.

Application forms and further particulars can be obtained (stamped addressed envelope) from the Chief Education Officer, County Offices, New Road, Oxford OX1 1NA, and should be returned to him no later than two weeks after the appearance of this advertisement.

POWYS
COUNTY COU
EDUCATION DEPAR

Required for Ja 1976, or such lat may be agreed.

BELAN CHURCH IN W (AIDED) PRIMARY S
Welshpool
(Number on rol

Ref. 175/N/8 — qualified HEAD (Group 1).

Application form addressed envelope from the undersigned completed forms shou turned by Novembe

Robert W. Bens of Education, Educat ment, County Hall, Wells, Powys.

CITY OF SAL
EDUCATION DEPAR

LOWER KERSA COUNTY JUNIOR S

Required from Ja HEAD TEACHER plus Social Priority payment).

Application forms particulars from Education Officer, Office, Chapel Stre M3 5LT. Closing November.

SHROPSHIRE
EDUCATION COMMITTEE

Applications are invited f the HEADSHIPS of the f listed primary schools Easter, 1976.

COLEHAM COUNTY PRIM SCHOOL
Shrewsbury
Group 5.

BARN FARM COUNTY SCHOOL
Wellington
Group 4.

LONGNOR C.E. (CONTR SCHOOL
Group 2

Application forms and fur tails (send stamped address lope) from—J. Boyer, Education Officer, Shirehall Ab Foregate, Shrewsbury, should be returned by 1 ber, 1975.

CONTINUED ON PAGE

ilea
Inner London Education Authority

For teaching posts in Inner London
See page 63

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The charge for advertising in all classifications is 52p per line (minimum 3 lines).

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The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ,
by Monday for the following Friday's issue.

NORFOLK
COUNTY COUNCIL
Education Department
REQUIRED FOR MAY 1, 19

HEADS

for

(1) New First School to be established from September in existing buildings in LORDS LANE, BRADWELL, NEAR GREAT YARMOUTH (Group 3).
(Reference B1)
(2) New First School to be established from September in existing buildings in CHURCH LANE, AYLSHAM (Group 3).
(Reference A1)
(3) New First School to be opened in September in IT GATE STREET, AYLSHAM (Group 3)
(Reference A2)
(4) New First School to be opened in September in KIN ROAD, DEREHAM (Group 3)
(Reference D1)
(5) New First School to be established from September in existing recent buildings at TOFTWOOD, DEREHAM (Group 4)
(Reference D2)

Application forms and further details may be obtained by sending a stamped, addressed, foolscap envelope (quoting relevant reference numbers) to County Education Officer, County Hall, Martineau Lane, Norwich NR1 to whom completed application forms should be returned by November 18.

Removal expenses are payable in accordance with the Authority's scheme.

EXTRA

Modern Languages

en articles in this inset deal with different aspects of an approach to language g just now attracting increasing interest. Professor E. W. Hawkins of the age Teaching Centre, University of York, introduces them:

tensive aching

articles in this section of ser describe experiments in ative" language teaching. are evidence of an awakening t in methods which borrow hing from techniques used the Second World War to the sudden need for inter- r in Russian, Chinese, se, etc.

success of the wartime r, both in England and in the d States, is well known. For years after the war in this y the Combined Services n courses were continued and oped. Before they sadly came n end, with the ending of nal service, they had effectively d our schools and universi- with some of their most experi teachers.

ter the war experiment in ive methods slowed down, h some pioneering work con- d, for example at Ealing Tech- l College under Miss Mabel lthorpe and in the 10 month n courses which followed the r report. During the 1950s and s, interest in intensive tech- ques quickened at university el, notably at those offering en-model" language degrees, h as Bath, Bradford and York.

Private enterprise also became erested. Various intensive rses for businessmen were ered (at appropriately high fees). mbers of the Royal Family and ise (lady) prime ministers ertook crash courses individ- lly tailored to their require- nts.

ll these developments, however, one thing in common. The stu- s for whom these intensive rses were designed were adults, selected, highly motivated s at that. This was also the case the Italian course "O level 0 hours" devised at York by e Berger (TES October 10).

at is interesting about l of the accounts brought r in this inset is that they concerned only with an elite". Indeed, one of the , briefly told by Bryan How- ho has developed the annual p courses in French for rmers in York, is concerned pupils of moderate ability experiences to the normal l French course has been one re.

ch more experiment will be d if we are to find answers to questions that teachers rightly bout intensive teaching. The ams questions seem to be:

re intensive techniques inap- riate for pupils of school age? are there factors, such as ity for individual work, for centration over long periods, etc, make intensive language ching unsuitable for immature ? If it has a use, what is the m "dosage", rhythm of etc?

out timetabling difficulties when intensive teaching is and how can they be aver- ?

re the skills acquired in inten- courses forgotten more quickly skills learned in "intermit- sessions spread over several ?

ven if crash courses are shown e effective at teaching basic n language skills, what about other reasons for including a uage in the secondary curricu- ? For example, if the compara- study of two contrasting s approached through an ased exploration of another language side by side with the study of the mother tongue is accepted as one justification of foreign language study, does this require a pace of study which allows for reflexion, the slow growth of judgment, developing maturity, time for reading and, most important, for well prepared and followed up foreign travel? In other words, could a preoccupation with the mere acquisition of verbal skills in a short time lead to an impoverishment of what is meant by foreign language study at its fullest in schools?

5.—Accepting that within a programme spread over the secondary years which gave full value to the factors referred to in the preceding paragraph there was still a clear role for intensive work at certain points in the course, to serve carefully thought-out objectives, how could the intensive douches be most usefully dovetailed into the whole curriculum?

6.—What special preparation do teachers need to help them to find answers to the above questions and to teach effectively in "intensive" courses?

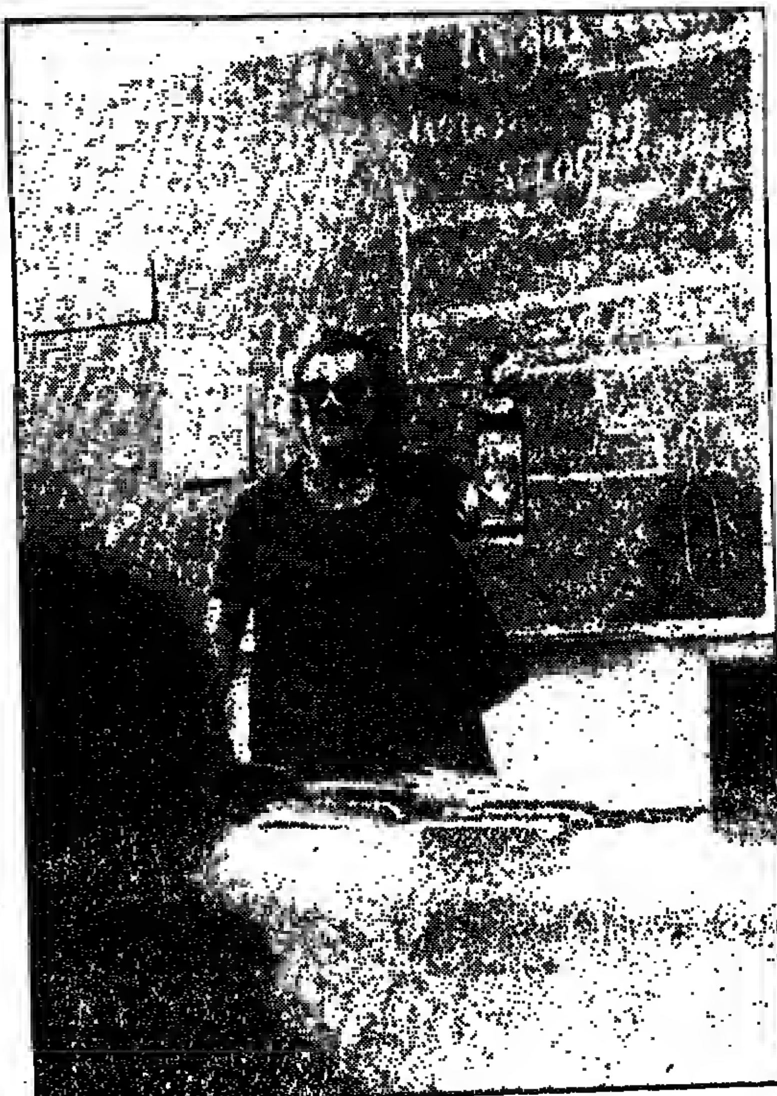
7.—Have we the materials, in sufficient variety and quantity, adjusted to the ages and stages of the particular pupils we want to teach, and the languages we are concerned with?

8.—If intensive teaching offers the best, possibly the only, chance to restore to the curriculum the languages which have too long been neglected (Italian, Portuguese, Swedish, Russian, Chinese, Arabic, Hindi—all languages for which a strong case could be made) what would be the best age to try it, and how could schools cooperate, through their local teachers' centre or local foreign language studies committee, to accomplish jointly what no single school could achieve by itself (perhaps by a variant of the inter-school intensive Russian experiment described in this inset by David Rix).

Other questions may suggest themselves to teachers thinking about the use of intensive methods. Solutions are never easy when so much depends on the good will of administrators and cooperation of colleagues. That is why, when exciting moves forward are made, as for example at schools experimenting with "*sections bilingues*" like Mill Hill or Goff's Grammar School, Hertfordshire, language teachers in schools less fortunate in their administration and colleagues in other subjects may be forgiven for feeling that there is little they can do by way of experiment.

It is to encourage thinking about the possible advantages, as well as the realities, of intensive teaching that the articles in the following inset have been brought together. They do not by any means give a complete picture of the exciting projects that are afoot. We badly need a more complete "map" of intensive experiment. It is hoped, following this inset, to publish as complete a "map" as we can of intensive experiments in language teaching. For this we need the cooperation of teachers.

May I appeal to any teacher who is using intensive methods, at any stage and in any form, to send a short account of what they are attempting to me, at the Language Teaching Centre, York University. I will try to find some way of making available to teachers interested in experiment the results of work in the relevant field and to put them in touch with teachers who have met similar needs and similar difficulties.



Trudie Berger, exponent extraordinaire of intensive teaching, with teaching aid (See article page 40)

Contents

Intensive teaching: 1-12 33-42
Shorter courses and more motivation needed: a call for a new examination structure 43
The Alliance Française—and its 70 British cercles 44
Attitudes and methods: a study of the first two years of French in Scottish secondary schools 44
Regional scheme for diversity: how a greater choice of language could be made available to all 45
Europe and the early start 46
Less commonly taught tongues: a CILT conference 46
English as she is spoke: communication at work for immigrants 47
Look forward, look back: current BBC series 48
NALA's summer seminar 48
Visits and exchanges: the work of the Educational Interchange Council 48

JOHN MURRAY

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Just published
Basic German Grammar J. E. Clapham 45p ☐

BASIC FRENCH GRAMMAR John Corbett and Anne Johnson

Whatever their course, level and place of study, students of French will find this book an invaluable means of consolidation and revision. Like its companion, *Basic German Grammar*, the emphasis throughout is on ease of reference and the sections have been arranged in logical order. A full, yet simple to use, contents list coupled with a comprehensive index allows both beginning students and examination candidates to find their way to particular points quickly and effectively. 50p ☐

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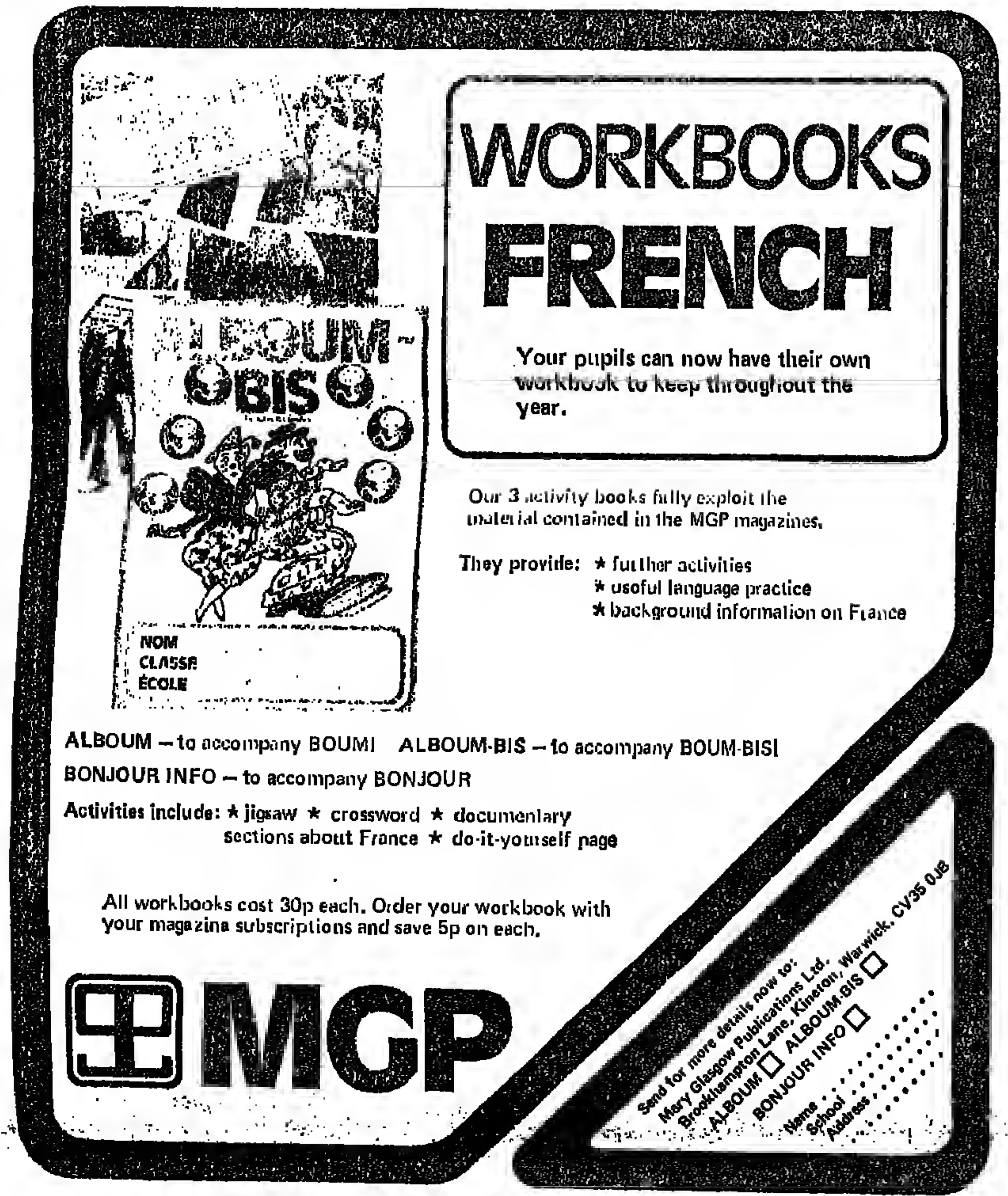

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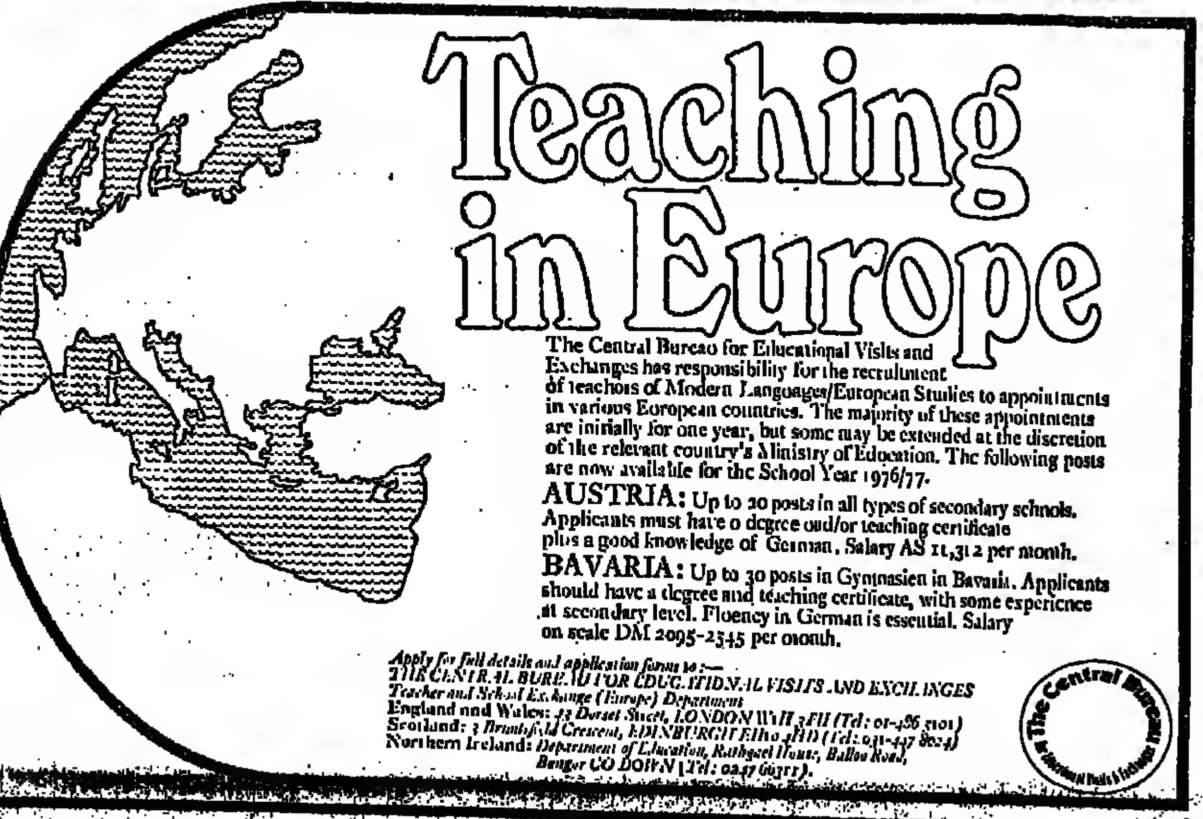

Teaching in Europe

The Central Bureau for Educational Visits and Exchanges has responsibility for the recruitment of teachers of Modern Languages/European Studies to appointments in various European countries. The majority of these appointments are initially for one year, but some may be extended at the discretion of the relevant country's Ministry of Education. The following posts are now available for the School Year 1976/77.

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Scotland: *3 Bruntsfield Crescent, EDINBURGH EH10 4HD (Tel: 031-447 8024)*
Northern Ireland: *Department of Education, Rathgael House, Balloo Road, Bangor CO DOWN (Tel: 0247 66311).*

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Intensive teaching—2

Primary French days

By V. M. Howe, adviser for modern languages, Hert

For the past seven years a small number of Hertfordshire primary school children have had the opportunity to spend three school days in a residential centre in the county, for an intensive French course. The scheme was started to give children the possibility of discovering for themselves that a foreign language really is a means of communication and can be used outside the classroom. Obviously, an ideal way for children to discover this would be for them to go to France but this is not possible or even desirable for many primary children. We have found, however, that by putting the children into an environment as completely French as possible, they can make great progress and, above all, their interest in language learning is increased.

For each session up to seven or eight children are recruited from each of four different primary schools. This mixture ensures that a new community is formed, less hampered by traditions than if they were from one school only. The children come from the fourth year primary classes and must have completed at least one year of French. They are of varying ability but all are volunteers.

With so few children coming from each school it is rarely possible for a member of staff to accompany them full-time although they are often visited by their teacher during the three days. Instead, French language assistants or teachers in training in colleges of education or university departments are invited to join the course. There are usually five staff for a group of 30 children.

The staff arrive ahead of the children in order to make the working environment as French as possible with displays of pictures, maps, books about France, small items bought in France and the all-important *Magasin de Bonbons*. When the children arrive they are greeted in French, the adult members of staff are quickly introduced and the children are divided into four groups, every school being represented in each group. A member of staff will take on the responsibility for a group and remain as leader. The children then unpack and settle in.

A big amount of language work comes from taking things from a case and putting them away in a drawer or wardrobe and even from choosing a bed. Every child brings 10p pocket money which is changed into French francs (real coins, not plastic) and these are used to purchase sweets at the *Magasin de Bonbons* which opens after every meal. Naturally the shopping takes place in French, with a member of staff as the shopkeeper.

The children have a very varied programme. An hour and a half every morning is set aside for the revision of basic structures which they have covered in school from working with the En Avant course. This is done through games material which has been created in order to present language work in a more lively way. The children rotate in groups, spending 20 m a different member of st ering four different struct end of each morning

This intensive tea excellent progress; the groups and the fun of activity frequently children's enthusiasm fo period. Outdoor games an important part and have been chosen bec introduce commands, repetitive phrases.

Before tackling craft vocabulary games are that the children know word for a stapler or s example. It is rem quickly they can assim when they are given an first to handle the ob later, to use them in a context.

Usually each group craft project which can dramatic presentation morning of the course. ance of craft activities, much the end result but of language work it afford individual child. Proj covered the making of puppets, shadow pup stories in pictures with text, which is devised an on tape. These pictures be photographed to be slides of a slide tape se

Sometimes the chil different shops: a chem shop, or stationer's and a grocer's, and from the a "situation" which the every child taking part.

French folk dances a games also have a place residential session alth sionally the boys opt o of football. The ev devoted to either party usually with a linguistic films. The three Nuff films have been very u

An auctioneering ga popular and gives child tunity to learn quickly names of pieces of furn house but also how to high numbers. During singing plays a great part is a song for everythi up in the morning, if the if it rains, before meals to bed. Children learn rapidly and this helps the tion into the new commu ing takes place at odd rather than having a set the day's programme.

Throughout the cours address the children in Fr become skilled at talking phrases. They sit with ch meals, which are taken tables for six, and the chil lop quite reasonable ta French in a short time. is considered vital to langu ing and no opportunity is to communicate in French. a child is distressed, staff revert to English, even if it is

Continued on facing page

Sometimes the children build shops, and from these evolve situ which they act out. Here it is the grocer's.

rning verbs of action by playing a game.

inued from facing page

to repeat instructions several

ould be said that the three-day n is too intensive. The chil are left little time to them as they would naturally revert English if left alone. The staff a point of spending every ble moment with them during course and even bedtime stories told in French.

er the years it has been noticed the less able children, often limited knowledge of French, adapted well to this intensive tem. Because of the practical enjoyable nature of the activi they are always able to take often by imitation. The child work mostly in pairs or in small s; everyone is involved with any spirit of competition and builds up the confidence of weaker children.

When the time comes to say good the children are surprised to that many of the staff are glish and that the residential ntre is used for other courses besides French. It is in some ways a pity that they take part in the clearing up, which reveals that the French environment they have enjoyed will not exist after their departure.

This scheme of intensive courses has proved so successful that other age groups up to sixth forms have also been offered the opportunity to come together for one or two days or a weekend in order to communicate entirely in a foreign language. Naturally the activities are varied according to the needs and interests of the age groups. Unfortunately, it is not possible to offer this type of intensive course to every child learning a language, but more could be done within the schools to organize the occasional French or German day or afternoon.

Residential intensive courses have proved themselves to be extremely worthwhile both for achievement and motivation in language learning and can be recommended as an alternative to a visit to the foreign country in these times of financial distress.

Intensive teaching—3

One day 'bursts' in the early secondary years

By E. J. Neather, lecturer in education, University of Exeter

I approach with some caution the subject of intensive courses in the early years of the secondary school. This caution stems from my feeling that despite the objections to the "drip feed" method of language teaching in schools, there is no better alternative on the horizon.

Intensive courses are no panacea for solving the difficulties that undoubtedly face language teachers. The success of short intensive courses for businessmen and other motivated adult students have led to assumptions about intensive work for younger pupils with less well defined aims, assumptions which may not be well founded. There is also the undoubted willingness of language teachers to espouse new trends vigorously — audio-visual methods today, European studies tomorrow, intensive courses the day after.

All this is not to say that I am wholly sceptical about intensive courses in the 11 to 13 age group. I believe they have a part to play as an adjunct to the usual timetabled approach but not as a replacement for it. This limitation in the use of intensive courses is partly based on the realities of school life, partly on the realities of what children can and will cope with in terms of intensive language work when they do not have the immediate prospect of using any newly acquired skills in the context of the foreign culture, and may indeed lose some of them quickly if the follow-up is less intensive.

I see intensive courses for this age group referring essentially to one-day "bursts". A more extensive session over a weekend is possible but has not the same value as with older pupils who have language sufficient to keep them going over longer periods. The one-day bursts have the virtue of providing change from the school routine, and a change also from school methods, since one can build in more of a "fun" element than may be possible in school. To capitalize not only on the chance of doing more language work, but also of giving the shot in the arm that a break in routine can bring, the day should be run away from the school, at a local teachers' centre or, as we have done in Exeter, at the university school of education. The best time for such "extras" is two-thirds of the way through the first term of a new language and towards the end of the school year, as a taster for the following year.

The programme in each case is different because of different needs. The aim of the earlier day might be seen as an attempt to bring together all the new language covered so far in the term, to add selected new elements, and above all to give a chance of free use through games and other activities which may be constrained by the school timetable. It is also a chance to give a boost to the culture of the language. With 16 postgraduate students I ran a German day of this kind with some 30 13-year-old beginners in German last November. We found that the approach of Christmas was a good opportunity for using language in association with German Christmas customs. The number of adult German speakers helped to provide a valuable support to the children who might have felt linguistically inadequate after only eight weeks of German at four ¾-hour periods a week. Even so, the primary aims of this intensive day were "fun", maximum use of known language in new activities, and some contact with culture and customs.

The approach to the day (or series of days) towards the end of the school year is different. Here the emphasis can be more on acquiring new language. A useful format I have used here is to aim to show, at the end of the day, a film of the kind produced by Mary Glasgow Publications, for example, Dox, *Fête à Coutances*, *Steig ein nach Oberstdorf*. The assumption is that at the beginning of the day the film would be beyond the children's capacity to understand. The language activities are planned to centre around the language content of the film, aiming both at comprehension and usage.

When the film is finally shown, it is comprehensible and wholly enjoyable, and the sense of achievement is considerable. What is more, the day feeds back material for use in the school. This seems to me another important point, for the intensive course, while providing a short, enjoyable and productive break from routine, should contribute to the continuing school work which, in the 11 to 14 age group, remains the basis of language teaching.

There is a third possibility which can be fruitful for this age group. If a visit to the foreign country is pending, then a two or three-day intensive course directed specifically to situations that will very likely arise on the visit is of value. I deplore the use of the term "survival" language in the classroom, since it implies, to me, a devaluation of the educational role of language. However, when a situation is sufficiently close where survival in the foreign language has a real meaning to pupils, the necessary items can be taught with the very specific aims necessary for such a course, and those aims are best achieved in the concentrated form of a short intensive course.

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Intensive teaching—4

'Levelling up' a comprehensive third year class

By Ian McArdle, head of modern languages, Manor Park School, Newcastle upon Tyn

> *"I thought the course was a good thing because usually every shy, but during this week they forgot about their shyness."*
>
> *"I enjoyed French more in that week than I have ever done. I I will enjoy French more now as I understand it better."*
>
> *"Before the course, I thought I could not last out a week of but with varied lessons, the days were far more enjoyable."*
>
> *"The French course was very hard work—harder than a schoolday. In the course, we studied things much more deeply in a normal lesson."*
>
> *"The course was very varied and we learned not only French about France. This, I think, kept the course going."*
>
> SOME PUPILS' COMME

As in any large comprehensive school, the standard reached by different classes in the same year group varies considerably. It was with this difficulty in mind we decided to organize a one-week intensive course for third-year children who wished to continue studying French for O level in two years' time. Our aim was to establish an approximately uniform standard by "levelling-up", so that pupils should be equally well prepared for the beginning of the fourth year.

The organization of the course (see timetable) followed the pattern of the school day, with 35 minute lessons, making about 40 hours' tuition for the week. There was no attempt to grade work so that it should become gradually harder; pupils were encouraged to tackle difficulties as they arose. We did, however, give them a dictionary.

We were naturally concerned about having plenty of variety and I was at pains to ensure that the children saw a different teacher for each new period. This variety seemed to be more appreciated than actual variety in lesson content, although each lesson was intended to be a self-contained unit. Each pupil was provided with a personal folder and exercise book and we made sure that each lesson and its notes were indexed so that the folder would be of use for future reference. During the course I did not insist on homework but did ask the pupils to look over the day's work.

Two lessons a day were put under the general heading of "grammar". I started with this lesson, partly because concentration was at its best in the morning, but also because the oral approach I adopted by the rapid asking and answering of questions engaged the whole group and established a fast pace that would last for most of the day. I took a separate theme for each day, built around the present, perfect and future tenses and relied heavily on the Interlang course which was easy to adopt. I usually started with five minutes' formal explanation of the grammar point, went on to a single repetition exercise and then to a two-or-three-phase drill. Some writing also took place in the form of easy translations of models into French. I usually summed-up the lesson by giving a few notes to write down. All the teachers were aware of the grammar theme of each day but were not asked to structure their work closely around it.

The "essay" lesson was straightforward, and we used Longman's Audio-Visual French A3, but on two of the days "dictée" took its place. The teacher was given a free hand in choice of material and chose two extracts from the *Bibliothèque de Travail* series dealing with "La France" and "Concorde". New terms were explained and some aural work was done before the dictée was written. A correct version was distributed at the end of the lesson.

"Translation work" had two aspects. In conjunction with the grammar lessons, three dialogues from Interlang were exploited orally. For the other two lessons, we simplified texts from Baudelaire's *Paradis Artificiels* and Voltaire's *Lettres Philosophiques.* In all cases, the pupils kept the printed sheets that were used.

"Background" was an integral part of the course. It was obviously important for relief but it also served a useful purpose in partly filling an obvious gap in the pupils' appreciation of France.

Six teachers gave these lessons; some gave short illustrated lectures on French history, on the regions of France or on major landmarks in French literature; others preferred slide shows or records, with their own commentaries. We also used one episode of *Toute la Bande* which was most successful as the pupils had studied the dialogues beforehand at home. Another teacher went to the trouble of preparing a *salade de tomates* and explained its preparation in front of the class.

"Use of French" was again based on passages from literature. In this lesson we were anticipating the type of question our pupils will ha with at O level.

Finally, "conversation" wa ducted in a fairly conventio ion, the class being split in groups. I found Longman's A useful. On our final after felt the pupils deserved a and we took them to our te centre where the language kindly organized a film sh lowed by cheese, frogs' le wine.

The findings of the int course are not easy to as Some of the children's com are shown above. I feel the implications in particular ne tioning. First, it was only the second day, when the cla lost its initial shyness, that I felt we had produced an atmo conducive to serious and rig guage teaching. It was, duri only after hours of immersi progress really began to be This suggests to me that indi concentrated blocks of lear be not only of far more val tuition *menu et souvent,* bu rewarding to both teacher a who can see a quick impr and have something precis for. Second, the fact that saw so many teachers and ap ted the variety says much fo teaching. It was also, I felt, coped by my staff who, perha the first time, did not feel in their own department and

In conclusion, I found the week was one of mutual ben pupils and staff. It was very a fast pace being essential, enjoyed by everyone and gave staff a feeling of success and one of progress that is rare tained in ordinary lessons.

TIMETABLE OF INTENSIVE COURSE

Monday	Grammar	Essay	Translat work	Background	Use of French	Conversation	Grammar	Backgr
Tuesday	Grammar	Dictée	Translat work	Background	Use of French	Conversation	Grammar	Backgr
Wednesday	Grammar	Essay	Translat work	Background	Use of French	Conversation	Grammar	Backgr
Thursday	Grammar	Dictée	Translat work	Background	Use of French	Conversation	Grammar	Backgr
Friday	Grammar	Essay	Translat work	Background	Visit to teacher's centre			

Intensive teaching—5

Residential centres abroad

The view from Leicestershire. By Duncan Sidwell, the county's principal adviser in moder languages

School party in Boulogne—but do such groups do much more than present to the foreigner a sort of exposition folklorique?

A group of uniformed British sc children is a frequent sight on the Continent. We think it a good idea for young people to trav to see what it is like, and this at least from the point of view the language teacher, encour However I often wonder whether such groups do much more in the travels than present to the forei a sort of *exposition folklori* rather than doing what could be done—getting to know some thing of the foreigner himself, so that perhaps one day he will cea quite so foreign. This can be d relatively cheaply and certainly rewardingly at a residential cent around which experience can accum ulate and through which real con tact can be made with people wh speak another language.

From Leicestershire about the

Continued on facing pa

Children from Rowley Fields Secondary School, Leicester, eating with pupils from the Emile Zola school, Rouen. "Perhaps one day the foreigner will not be quite so foreign."

Continued from facing page

children have been able to do exactly this in Seine-Maritime, where another Leicestershire adviser, David Smith, has been stimulating the use of centres in Dieppe, Port-Mort, Etretat and Pourville. Now, encouraged by the success of the French centres, we are developing a link with the Saarland, where we have the use of a *Schullandheim* run by the education office of Saarbrücken.

This centre has everything one could wish for. Standing just outside the large village of Weiskirchen and on the edge of extensive forests, it has good living and classroom accommodation, and access to the village's two swimming baths, sports hall and an all-weather football pitch. Best of all, the centre has German children in residence with ours, which makes for a rich linguistic and international experience. The Education Office in Saarbrücken is keen to promote this contact. Their officials have visited Leicestershire and our director and the chairman of our education committee have been invited to the town. Such good will on both sides forms an essential backdrop to a programme of student visits.

But what are centres abroad for? And what has to be done to make their use a success? A centre rapidly becomes a name known throughout an authority on to which teachers can focus. It is not enough to let teachers know that such a place exists. They must visit it and spread the experience. We regard it as a major part of our in-service education programmes to run a few courses in France and Germany each year so that first-hand knowledge can be gained by teachers.

On these courses we try to include representatives of as many disciplines as possible and a good cross-section of experience. Thus we hope the international element in the curriculum will not be confined to the theory of the geography, French or history and that "abroad" will be seen for what it is—the workshop of a fair proportion of the curriculum. Personal experience of the centres is important, so colleagues can pass on information, compare notes, and so on. Once it becomes known that a centre is easily accessible, that an uncomplicated booking system exists, and that information and advice are readily available, teachers who may have hesitated about taking a group abroad are given some security and are more likely to go ahead.

Centres abroad are not holiday centres. They are field centres in another country and the best is obtained from them when teachers have resources available to share and work from, and when students are prepared. Canadian research supports the latter point, and it is an aspect we must pay more attention to. Thanks to the scheme administered by the Central Bureau for Educational Visits and Exchanges we have been able to obtain intensive study bursaries for visits to the Saarland, during which slide collections, local interviews, exploring the area and collecting materials has been undertaken by teachers well versed in techniques of resource making.

The resources produced will enable group leaders to focus the attention of their students before going, to plan a more intensive programme and to make local contacts quickly on their arrival. There is no reason why these resources cannot become more general teaching materials, adding to background or European studies. Here BBC Radio Leicester and the Saarländischer Rundfunk have agreed to produce and exchange programmes for schools about our regions.

The contacts a teacher may wish to make with local people, industry or schools rest on a gradually developed network of personal relationships. We have been fortunate that in Dieppe as well as in Weiskirchen, those who run the centres have gone out of their way to help our groups. This personal contact and trust is vital, as when events occur which may be tricky, understanding exists to prevent hasty judgments and to solve the difficulty. These occur rarely in our experience, because our attitude has always been that we abide by the rules of the host community, and that we expect groups to be purposefully occupied, as they are in 99 cases out of 100. Different attitudes are of course, a fruitful source of learning and teaching.

The sort of work which goes on needs to be collected and made available to subsequent groups. It may be a simple questionnaire—in English or in the foreign language—or it may be much more far reaching—interviews with local people, surveys of prices, language lessons with local children, school visits, and so on. All can be discussed and recorded. The best learning resource is, of course, the foreign child, with whom contact can be made at a centre, as at Weiskirchen, through sports and visits, or, indeed, as has been done in France, through 24 hours spent with a family. Much of the "work" goes on through experiences discussed or reflected on later, and can vary from the sudden revelation I heard recently: "Don't the houses look French!", to a diary written entirely in the foreign language or long contact with foreign friends.

And why bother? There is little need, I am sure, to convince those who have seen the effect on language learning, that such visits are worth while. Especially if contact has been possible with foreign children. There is also other unquantifiable evidence—unquantifiable in common with most of the good things in our lives—to which the repeated visits by our teachers bear witness, namely, that the shared international experience provides a growing point for children.

Parents also take part. After a visit many schools have parents' evenings of slide shows, so that they too may share the experience. And now, in an experiment which has been an unqualified success, families have used the Dieppe centre for a holiday, a development contributing perhaps in a small way to community education. And, of course, there are the teachers, for whom the centre is a means of renewing contact with the foreign culture, seeing new aspects of it in a place where they are known and welcomed.

To sum up, our experience is that centres abroad are well worth while. They need careful administration, and contacts and resources must be created. Residential and home based half-day courses for teachers are necessary, with teachers of as many disciplines as possible, so that residence abroad, in this integrated context, is not seen as the sole province of the language teacher. Simple booking arrangements, a small facts handbook and readily available travel details are also necessary. The whole process should be as easy as possible. Teachers are not entering a soft option but a worthwhile common activity.

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Intensive teaching—6

Russian for 6th form beginners

By David Rix, Language Teaching Centre, University of York

With the support of North Yorkshire l.e.o., the York inter-schools sixth form Russian course is offered to first-year sixth formers in those city schools where there are no Russian courses. The main part of the course is condensed, but not intensive.

On Tuesdays and Thursdays, from 4.30 to 6.00 pm, pupils have lessons in the Teachers' Language Centre at the King's Manor, in the centre of the city. The course runs for one year or four terms, and leads to an O-level examination.

For the past three years a short intensive oral introduction has been given. This takes place in September, immediately before the start of the school term, and runs for three to five days.

One advantage of the intensive introduction is that it squeezes in a valuable 15 to 20 hours of extra learning time, equivalent to about half a term's lessons of normal school. The principal advantage, however, is that its concentrated nature gets pupils off to a swift, sound start to learning Russian, and sets the style and pace for further rapid progress in subsequent lessons when the group meets just twice a week.

The intensive introduction certainly works wonders for motivation. The pupils, of course, have already voluntarily elected to learn Russian after school hours. The intensive course and the Russian language represent something new, and pupils find this exciting. Pupils from different schools quickly get to know each other, the course is good fun as well as hard work, and there is a lot of enthusiasm.

But perhaps the most significant benefit of the introduction is that it gives pupils a concentrated immersion in the sounds of Russian and this makes a more powerful impression than is usually possible with normal lessons. Pupils crash through the sound barrier, and this gets them off to a good start in comprehension and pronunciation, and boosts their confidence. Difficulties of pronunciation can be ironed out, and embarrassment, inhibition or loss of confidence nipped in the bud.

Similarly, the rapid coverage of a fair amount of basic structure makes it easier to "break into" the language more directly. Pupils can talk to each other in Russian, and say things that mean something to them personally during the first day. The amount of simple, personal conversation that they can produce after three or four days of the course must encourage them and give them a sense of achievement.

This is not to say that the course crams in a large quantity of material. The approach to content is in fact very selective. The course aims to cover quite a lot of structure through sentence patterns relevant to personal conversation and a minimum of hard worked vocabulary applicable to several structure patterns.

The sequence of teaching points is carefully prepared, so that one point builds up from and repeats the use of another. The main aim is to ensure that selected phrases, sentence patterns and vocabulary are learned thoroughly, and that pupils can produce them fluently and confidently.

Another boost to confidence must be the speed with which pupils learn the Russian alphabet, reputedly a stumbling block. It is introduced during the first day of the introduction, a few letters being learned at a time from cards, in a series of five to 10-minute slots between oral sessions. It usually takes sixth formers about 20-30 minutes to master the letters of the alphabet in this way. They go on to recognition reading of words and phrases they have learned in speaking, and then play at composing some of this material, using a bagful of small cards of the Russian characters.

The intensive introduction therefore clears the way for recognition reading of printed Russian text during the first after-school lessons. Since pupils must progress to rapid individual silent reading of fiction before the end of the first term, and since the bulk of after-school lesson time will have to be given to aural-oral work, this is a helpful start.

The main requirements for the success of the intensive introduction can be summarized. Careful selection and preparation of the language teaching points to be learned has already been mentioned. It is also important to include as great a variety as possible in the presentation and practice of the language. Learning Russian for most of the day, pupils need to move about and participate actively in the sessions.

The introduction of new teaching points is therefore carried out quickly, and using a variety of visuals — newspapers, magazines, photographs, flashcards, maps, realia, etc, followed by longer periods of active practice, where pupils can re-enact conversations, work together in small groups or pairs, handling the visuals themselves, or playing games.

Another essential requirement is flexibility. With an intensive course it is doubly necessary to be aware of pupils' receptiveness, and to avoid any overloading, fatigue or loss of interest. The most effective learning takes place in the morning sessions. Time in the afternoon is therefore given mainly to consolidation work, or relaxing talks and slides on aspects of the USSR; afternoon sessions may continue until 4 pm, or they may finish earlier if it is felt that pupils have had enough for one day.

The bulk of learning of new material takes place over the first two days. On the third day the introduction of new teaching points begins to taper off, and more time is given to further practice and consolidation of previous material. [illegible] perhaps four, days is quite long enough for this type of introductory course with pupils of this age.

In conclusion it can be said that the few days' intensive oral introduction is an invaluable and enjoyable part of the York sixth form course. Possibly teachers of "minority" languages, particularly Russian, in schools with no courses for sixth form students might wish to consider whether there are practical possibilities for intensive introductory or "booster" courses in their area, perhaps organized through a teachers' centre and in collaboration with colleagues in other schools in the same area.

Intensive teaching—7

Students help 5th formers

A remedial course. By Bryan Howson, Language Teaching Centre, University of York

The remedial French course at York arose partly out of the idea that students in higher education ought to have some responsibility to help students and pupils below them in the educational system, particularly those less gifted or less fortunate.

At the Language Teaching Centre there are each year 12 graduates in French following the one year PGCE course. We are thus able to offer to local schools an intensive five-day course in French to help some of their fifth-year pupils who are about to take the GCE or CSE examinations. The course takes place at the centre and attendance is for five hours each day.

The LTC is aware of the value to the student teachers of this week of intensive teaching to small groups [illegible] school for their spring-term teaching practice. The other reason for holding the course at the beginning of January is that in many schools, the GCE "trial" examination takes place early in the year and entry to the summer exam is sometimes dependent on a pupil's satisfactory performance in the "mock".

The kind of pupil the course is intended for is not then the boy or girl who is doing well in French and who is thought to be able to pass the summer exam without too much difficulty. Nor do we look for the pupil whose performance in the subject has been consistently abysmal. The pupils we ask for are the borderline candidates whom teachers consider to be in danger of failing their examinations, not necessarily for lack of ability or laziness but for reasons outside their control.

They may have had periods of absence from school and have missed part of their course, some pupils may have transferred from one school to another and lost momentum in the subject, some may have had several different teachers and become confused, or, because of staff shortages, have had no teacher at all for certain periods.

The selection of these pupils is carried out mainly by the teachers in the dozen schools which participate, each school sending on average five participants. The dates of the course are always arranged so that the pupil gives up two or three days of the Christmas holiday—a token of his serious intent.

The 60 pupils are divided into six groups, mainly on the basis of the particular syllabus they are following at school although account is also taken of the comments by teachers and pupils before the course on levels of ability and problems.

Each group is taught by two student teachers who, with guidance from the course director, decide upon the organization of the work in their group. They may choose to keep the group of 10 pupils together and teach in turns with one of them concentrating upon a specific problem with an individual pupil or they may prefer to divide the group into two and teach quite independently. This pattern can vary day by day depending upon the nature of the work being done.

The aim of the course as far as the pupils are concerned is quite unashamedly to improve their chances of passing the examination.

The kind of work done and the teaching materials used are, therefore, closely related to this specific aim. Each morning the student teachers have available a basic package of materials comprising texts in French, exercises on particular points of grammar, practice exercises such as prose and other translation, reading and aural comprehension and, of course, composition. All of this material is of a standard which the pupils will face in their examination.

Besides offering essential practice in exam procedure at the appropriate level, the material serves to diagnose pupils' weaknesses. The teacher takes each point of difficulty as shown by the way in which pupils deal with a particular task and teaches, say, the necessary grammar by explanation, by further example and by exploitation in conversation practice.

Everyone is encouraged to use French as much as possible although there is no hesitation about using English to explain a point of meaning or grammar quickly and efficiently. For some pupils much of this may be only valuable revision but it becomes clear that many others have never really understood the form and use of some essential structure.

In the informal, relaxed atmosphere of the small group with its good relationship which develops between the pupils and the student teacher, there is the opportunity for a frank admission of ignorance and pupils feel able to ask questions which might well go unasked in a

Continued on facing page

tensive teaching—8

Ne nous laissons pas emporter

rle King, County Adviser for Language, Somerset, strikes a note of caution

it be too hard for I?" So anced a 14-year-old pupil to a language colleague some years ago, and yet another youngster who started his French course with a sense of excitement and anticipation opted out.

We have long known that all is not for the best in the world of modern language teaching in schools. We have also long known the conditions in a school are likely to induce success or failure in its language courses. For the purposes of this article I would list the following conditions likely to encourage success: clear and realistic aims; a visible end to the course; a teacher who gives ample opportunities for thorough practice of the skills implicit in the aims; and frequent teacher-contact sessions which are not widely spaced.

Conversely, among conditions likely to produce a higher than average failure and drop-out rate are: inappropriate aims; a course which seems to the pupil to go on for ever; a teacher who affords only limited practice, accepting vague comprehension as sufficient acquisition for the pupils to move on to the next stage; and infrequent, widely-spread lessons. Unfortunately, this last is encountered more and more in school language courses.

Failure is, of course, determined by the aims set by the teacher. Much has been said since the early 1970s of the vital need to define appropriate aims for all pupils. Another way of increasing chances of success is to increase the frequency of contact-sessions. If this can be linked with a shortening of the course, or at least a division of it into self-contained modules, so that an end is felt by the learners to be always within reach, then, it is argued, their chances of success will be increased.

Before accepting this reasoning, however, it is necessary to ask how far these recommendations should be taken. The extreme outcome is the intensive course, in which the pupils' time is given over entirely to the foreign language in a blocked timetable.

Such reasoning is impeccable. Certainly the seemingly endless traditional "driblet" course has serious disadvantages. Yet the one factor not yet taken into account in this reasoning is the most vital one—the learner. At the Somerset Language Centre we have run many 400-hour intensive French courses for teachers, and have found them on the whole highly successful. If the intensive approach can work for intelligent adults, does it follow that it will work in comprehensive schools for children, adolescents, and young adults?

It was with these questions in mind that (as reported in the *TES* on October 3) I went to visit the York Intensive Italian course with a group of further education teachers from Somerset. It was a fascinating experience: the course obviously achieves its aims, and Dr Berger's teaching acumen and vitality impressed us greatly. All my colleagues felt, however, that the success of this course depended largely on the abilities of the class, all able language graduates with highly developed strategies for language learning, and with a large capacity for efficient and sustained private study. We are sure that Dr Berger employed methods with this class which she would not necessarily attempt with a different group. It is not the teaching techniques which I question, but the ability of children to cope adequately with such lessons.

In her excellent report (October 3), Auriol Stevens said that Dr Berger recommends such courses for children enthusiastically, and cast me in the role of Devil's advocate. This was a necessarily over-simplified assertion in the space available, and to examine this important question properly, it is essential to look at the pre-requisites demanded of the learner in a short intensive course which aims to cover enough ground to make it useful.

The three main ones, I would suspect, are: a fairly sophisticated knowledge of how to learn a language, the ability to accept frequent new concepts and to assimilate them into an existing corpus of knowledge, and strong integrative and instrumental motivation. I am concerned here mainly with the learner, but one must not lose sight of other crucial questions: the quality of teaching demanded, and the vital need for the teacher to have a store of teaching novelties and surprises to revive flagging interest.

For me, the prerequisites for the learner which are listed above rule out effectively the possibility of hoping for success with a course, such as the one at York, for a class of first to third formers in a comprehensive. Our experience in Somerset would seem to bear this out. We have taught groups of second and third-form children French for whole days, and despite the high motivation of some of the groups, and our varied approaches, we have found them scarcely capable of assimilating new concepts at the rate required. The children enjoyed the days immensely, but needed a large proportion of the time available for consolidation and sheer relief from pressure.

We do not yet know enough about how pupils of different ages, abilities and emotional make-up react to intensive learning. Given a course promising an immediate pay-off and pupils with an efficient knowledge of the workings of at least one foreign language, an intensive course for school children could be most effective. I feel that a rocket-assisted start to a 2FL or 3FL programme for able pupils in the fourth form or above, run for a fortnight at the end of the summer term, would be an interesting place to start experimentation.

Although the "driblet" approach can have its weaknesses, intensive courses need careful evaluation before they are adopted with school children. By turning the tap full on for short, concentrated bursts, not only would we be substituting courses with gaps of months instead of days between bursts, but we could also risk washing away in the powerful jet large numbers of pupils who have not yet learnt to swim, even in unhurried waters.

Continued from facing page

classroom with a critical audience of [illegible] or more.

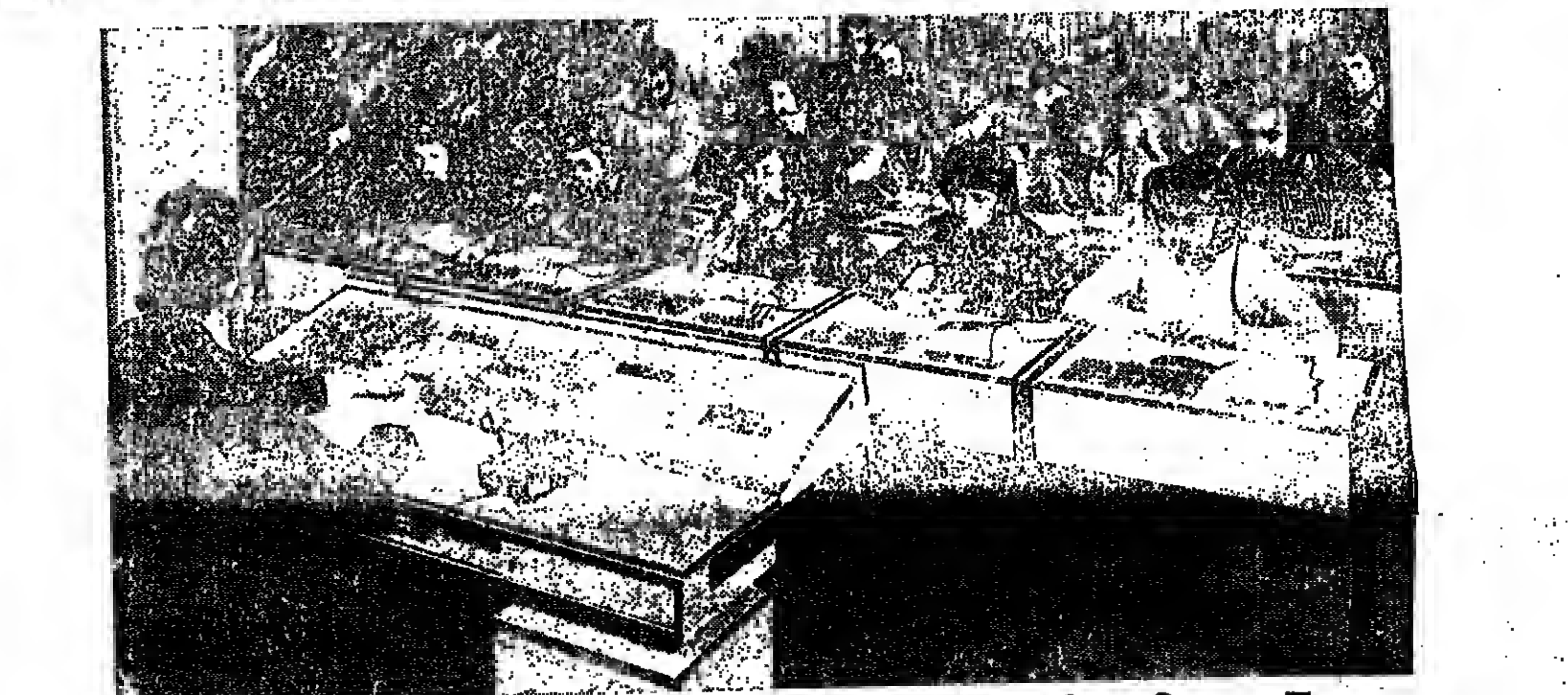
The afternoon session is organized somewhat differently. Under the supervision of three student teachers who give advice and help where it is needed, pupils work independently on assignments prepared and set for them by their tutors. During this session they consolidate in written work the activities of the morning. This work is marked by the group teachers ready for discussion and follow-up teaching the next day.

In addition, any pupil may work in the language laboratory during the afternoon on pre-recorded material — grammar drills or aural comprehension exercises. Although the laboratory is available for each group for an hour in the morning, group leaders are not obliged to use it with their pupils — the near-individual personal tuition which they get during the session is a much better use of the time.

It is difficult to assess accurately the effect of this course on the subsequent performance of the fifth formers who attend. It would be unreasonable of those involved in the teaching to claim any great credit for the success of any pupil in the actual examination. Feedback from both pupils and school teachers does indicate that the experience is well worthwhile.

One particular result mentioned by some teachers is a greater keenness for the subject on their return to school. The pupils themselves often admit to being more sure of themselves in the subject.

One thing is clear—they do work extremely hard during this week. They work intensively for 25 hours, the equivalent of nearly a term of French in school time for some of them, with no opportunity to opt out in their small groups. With few exceptions they do it extremely willingly. Some even seem to enjoy it.



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Intensive teaching—9

O level Italian in 10 days

Trudie Berger, whose graduate course was described in these columns on October 3, explains how she does it

About 20 years ago, when the O level oral examination became compulsory, I attended an intensive Spanish course at the School of Oriental Studies in London, run by the Luso-Brazilian Council, where in one week I had learned much more than on a month's course in Spain.

Before that I had attended a variety of intensive courses at the Alliance Française in Paris and at Perugia University for foreigners—excellent teaching in Paris and in Perugia.

These experiences fired me with enthusiasm to start similar courses in German which have been running most successfully for 20 years. These courses are now held in Bedford College, Regents Park, during the Christmas and Easter vacation, mostly for O and A level candidates, where—in the beginners' course—I teach in five mornings what I used to teach at Keighley Girls' Grammar School in two or three terms.

When I came to York I started an experiment in 1968, i e teaching Italian from scratch to O level in 10 days to graduates who came to York for the Certificate in Education. Linguists, biologists, physicists, mathematicians volunteered to try this course a week before the beginning of the autumn term. They took the O level in November, and the comments from the AEB's special report (above, right) are an indication of their success.

The Italian course has now, for various reasons, been made an integral part of the CertEd course and we know that anybody who works can gain a grade one. The same course was tried out in Spanish by Señor Salvador Ortiz Carboneres with a small group—with similar success. Señor Ortiz is continuing this work, begun here in York, at the University of Warwick, where they take A level in two terms.

Three years ago, some of our CertEd graduates and a few undergraduates wanted to try an intensive German course to O level. I did not promise them a pass, gave them 40 hours instead of 30, made them work even harder than for the Italian course. They all passed. The following year they also passed—and there was one grade one.

One of our librarians who obtained a grade one in the O level Italian a few years ago, decided to take A level in June, worked on his own and got a grade II. An officer of the British Council who was sent to us two years ago, before he took up a post in Milan, sat the lower Civil Service examination a day or two after the two weeks' intensive course—and passed.

How is it done? the answer is that any method that works is good; if it does not work—it is just no good. Mine is one of the many that works. It requires most careful preparation as I teach by elimination rather than by accumulation; by usefulness—i e, I teach idiomatic spoken Italian, many proverbs, sayings, quotations, jingles, nursery rhymes, tongue-twisters and songs—traditional songs, pop songs carefully chosen for teaching a variety of grammatical points.

The songs and jingles are i duced for breaking the ten fluency practice and for the joyment. If the students hav often enough, they know th heart and the more they k heart, the more "they think language" as thinking in gunge really means "not th at all"—you press the butt the right sentence pops up.

I teach many useful phras tions and answers which a repeated many times, in goo nunciation and intonation. Th all translated once or take first introduced—"che cos *dire?*" what does it mean' *cosa vuol dire?*" what d mean? When the phras understood they are only us the foreign language and the spoken word is mastered, it w ten on the blackboard, read b class, copied into their ex books and repeated again.

I prefer a large class, up and I teach everything in When I say "teach" I do mean say or explain, I mean sure—as far as this is p that the students have on

Continued on fac

EXTRACTS FROM A SPECIAL REPORT SENT IN BY THE A

1968: "The chief examiner was surprised to find so compara knowledge in the work of most of the candidates, who showed sound knowledge of tense, mood and syntax as well as famili with common idioms. The work submitted was excellent on t whole and would have been a more than good result for candid completing a two-year course."

In January, 1969, Mr Menighetti, the examiner, wrote to Prof Hawkins, director of the Language Teaching Centre, University York: "I feel I must write to you to say how impressed I was w the performance of your candidates at the recent O level examina in Italian. I expected that the majority would manage a pass, eit few in the B and C grades, but in fact, of the 38 candidates 9 ga 80 per cent or over and 20 were in the 66 to 79 per cent range. Th oral ability of the majority was surprising and generally higher th one finds in students after two years' study. It was almost impos to believe that the candidates in the highest mark range had no k ledge of the language before commencing the course."

Intensive teaching—10

Training linguists for Europe and UNO

By Professor J. Coveney, head of school of Modern Languages, University of Bath

Last month marked the beginning of the tenth postgraduate course for translators and interpreters offered by the School of Modern Languages at the University of Bath. The Postgraduate Diploma in Language Studies course, to use its correct title, was initiated in October 1966 in response to what was felt to be a need for a one-year intensive course designed to prepare graduates for careers as professional linguists in international organizations, i.e. inter-governmental organizations such as the United Nations, the European Communities, and the like. After 10 years it seems appropriate to examine the development of this course and its achievements since 1966.

The question is sometimes asked whether a university should be concerned with the professional training of interpreters and translators, and one may have some doubts as to the appropriateness of including such training in an undergraduate degree course in modern languages. Recent correspondence in *The Times Higher Education Supplement* centred on this question and attention was drawn to the way in which school leavers may be influenced in their choice of new types of undergraduate courses in languages by the notion that following such courses may lead to attractive posts as conference interpreters in Brussels and elsewhere.

Opinions may differ as to the desirability, or even the feasibility, of including training in conference interpreting in an undergraduate degree course but at the postgraduate level there is surely a place in a university for a course which prepares selected graduates in the techniques required for work as professional linguists (i e interpreters, translators, précis-writers) in international organizations. These posts demand a high level of intellectual ability, as well as skill in foreign languages, and it is my contention that a university has much to contribute to the preparation of candidates for such careers.

Since the Bath course was designed with international organizations in mind it is pertinent to examine the demand for linguists in international organizations. The demand in international organizations can be divided into a requirement for three types of linguists: interpreters, translators, and précis-writers. Certain international organizations, such as the International Labour Organization and Eurocontrol, seek to recruit linguists capable of performing the functions of both interpreter and translator but, generally speaking, the two professions of interpreter and translator remain separate in the language services of international organizations.

Translators sometimes move into interpreting within an international organization if they show a flair for the work; a knowledge of the techniques of conference interpreting may therefore be valuable to a translator at some stage of his career. Translators are expected to perform the duties of précis-writers in the United Nations Organization and in CERN; in Nato, however, the two jobs remain separate and précis-writers do not carry out any other duties.

What languages are required by the organizations concerned? In the United Nations Organization and its specialized agencies such as UNESCO, WHO, etc, French is the first requirement for the English interpreter or translator, together with Russian or Spanish or Chinese. In the European Communities in Brussels and Luxembourg French is by far the language in greatest demand followed by German; in other international organizations French is in greatest demand. A sound knowledge of two lang one of which should be Frenc addition to a perfect master English, is therefore the basi which to acquire the techniqu work as an English professi linguist in an international orga tion.

The Bath postgraduate cour from its inception has had as aim to equip a small number of carefully selected linguists with the specialized knowledge and sk required by the professional lin working in an international orga zation. The language combina offered are French with either Ge man or Italian or Russian or Spanish; not all of these combina tions are available in any one yea The choice of these combinations has been determined chiefly by their relevance for work with the European Communities (French, German, Italian) and the United Nations Organization and its agencies (French, Russian, Spanish).

Before conference interpreting and translating can be undertaken successfully a thorough knowledge of the foreign languages concerned is essential. For this reason, entry to the Bath course is by a rigorous selection procedure including practical tests in the languages offered by candidates. Students are trained in the technique of "documentary translation", the kind of translation required in international organizations where accuracy and good st are of paramount importance.

In the case of conference inter preting we claim to provide no m than an introduction to the tech niques required, namely simulta eous and consecutive interpreti however, a number of former mem bers of the Bath course are now working as conference interpreters in various organizations, and par ticularly in the European Commun ties.

Continued on facing pa

O level Italian: continued

it all and know it. I then demand a 20-page essay after the first three hours—sometimes after the first six hours—describing the first day of the course, using only the phrases students have learned—writing what they know and not attempting to say what they don't know.

Those who can discipline themselves and string together cleverly what they have learned, produce the most remarkable essays. On the third day they write equally good letters.

All this gives them not only a great deal of pleasure and satisfaction, but also confidence. And after about five days the miracle works: they speak Italian, they are keen, they work harder and harder and they can keep this up for a fortnight—no longer.

They are fired with enthusiasm, they want to go to Italy, want to know more about the country the people, their art, their literature. Their appetite has been whetted all through the course as the room in which they are taught is not only decorated with posters and wine bottles, but there is a display of books and records to create an Italian atmosphere. The two blackboards have different proverbs every day and a variety of other "surprises" which form part of my teaching technique.

I am convinced that intensive learning is an effective way of learning and, as I have not come across a better one, so far the only good one I know. Lord James told me that he could easily teach O level chemistry in a week. Robert Irving-Smith, who lectures in our education department, says he can teach A level History in one term; and Ray Brewer, language adviser for Devon, wrote a splendid essay for me on how intensive teaching of all subjects could be fitted into a school timetable. I find this most interesting, but it will have to be tried and proved—the intensive teaching and learning of modern languages has been tried and proved and it is successful.

"And where does all this energy and enthusiasm come from?" I have often been asked—the answer is in the origin of the word "enthusiasm"—it all comes from the same source as Blake's poetry.

Training linguists: continued

An important development has occurred this session in the teaching of conference interpreting at Bath: the Interpreting Service of the European Communities Commission in Brussels is sending experienced conference interpreters from the Commission to Bath for a week at a time to teach interpreting in the postgraduate course—at the Commission's expense. The first of these interpreters from Brussels has just arrived in Bath.

International recognition of the Bath postgraduate course came in 1971 when the Bath School of Modern Languages was elected the first and, so far, the only United Kingdom member of the International Standing Conference of University Translator and Interpreter Institutes, of which the other members are the Universities of Paris, Geneva, Heidelberg, Mainz, Saarbrücken, Trieste, Vienna, Antwerp, Mons, Copenhagen, Montreal and Washington. The annual conference of the organization was held for the first time in Bath last April.

It is noteworthy that, with two exceptions, all the students admitted to the Bath postgraduate course have been graduates from "traditional" university language departments in which the emphasis is placed on a sound knowledge of the literature and the historical development of the language concerned, without however neglecting prose and translation. Most of the former students are now working as translators or interpreters in various international organizations, including a large contingent with the European Communities in Brussels and Luxembourg; in fact, 40 per cent of the English interpreters in the European Parliament in Luxembourg are former members of the Bath course.

It is clear from our experience at Bath that there is a place for a university postgraduate course of the kind described; students admitted to such a course must be carefully selected and be of a very high standard if they are to have a reasonable chance of obtaining the posts available in international organizations where the demand, particularly in the case of the European Communities, is already beginning to slacken.

Intensive teaching—11

Reciprocal French for teachers

An advanced 'refresher' in Besançon. By Bryan Howson, course tutor and organizer

For three weeks in July, 24 English teachers of French and 24 teachers of English from France—mainly from secondary schools—came together in Besançon for the fourth in a series of English/French reciprocal courses. Joint organizers this time were the Language Teaching Centre of the University of York and the *Centre de Linguistique Appliquée* of the University of Besançon, teaching and residential accommodation being provided on the university campus.

The team of eight tutors was made up of university teachers, two English and four French, and two English HMIs. The teachers were recruited by the DES in Britain and by the *Ministère de L'Education Nationale* in France. The requirements for entry to the course were a degree in the foreign language and several years teaching experience in schools.

The aim of the course, therefore, was not to teach French or English so much as to create a situation in which already well qualified learners might refresh and further improve their language skills. A place was also given to methodological considerations. In seminar or tutorial discussions, recent developments in education and in language teaching in both countries were discussed, concentrating upon the practical problems which language teachers encounter—for example, teaching the foreign language to less able pupils.

The number of participants for these courses is deliberately chosen to allow different combinations of sub-groups which will comprise an equal number of English and French. The "administrative" unit (but also a frequent working unit) is the group of 12 (six English and six French) to which is attached an English and a French tutor.

The "*cellule de base*", however, is the group of two participants, one English and one French. This pairing lasts for the whole of the course, the intention being to bring about a continuous use and acquisition of language outside as well as inside the organized course activities. Pairs are expected to remain together throughout the day and evening. This adds authenticity to the use of the foreign language in that everyone needs to get to know the partner as a person as well as a teacher or a pupil.

Neither the pairs nor the groups are self-selecting. Partners are chosen and allocated to groups by tutors beforehand after careful consideration of the information about themselves provided by the participants. Factors such as age, sex, teaching experience and language qualifications are important in deciding how to pair people off.

One of the most important principles of the course is the alternating of the French and English day. Apart from one hour of target language work in the lab at the beginning of each morning, efforts are concentrated upon one language each day which avoids the irritating confusions which can arise from passing from one language to another.

The language of the day is used at all times, during working hours and out of them, whether speaking to a fellow-countryman or a foreign colleague. Only in this way can the *bain linguistique* be maintained. Since the course alternates between England and France (in July next year it will take place in York) half the participants have the additional advantage of being in a foreign country.

The pattern of each day on the timetable is broadly the same. Once the target language session in the lab is over, each group of 12 meets with its tutor for the main work period of the day, which lasts until lunchtime. The tutor's role is to propose activities and supporting materials and to guide as unobtrusively as possible the teaching and learning within the group.

Apart from the more specialist areas such as phonetics, most of the actual teaching is done by the six native speakers of the language of the day in whatever formation the group is organized—as a whole group or in two groups of six, in three groups of four or divided into its six pairs.

The material usually used for this session is one of several spontaneous oral language texts recorded before the course by a variety of native-speakers. These texts are selected to offer a wide range of language register and of accent. One typical pattern would be for the whole group to hear and discuss the text together, operating at the level of general comprehension of the content before going on to consider

Continued overleaf

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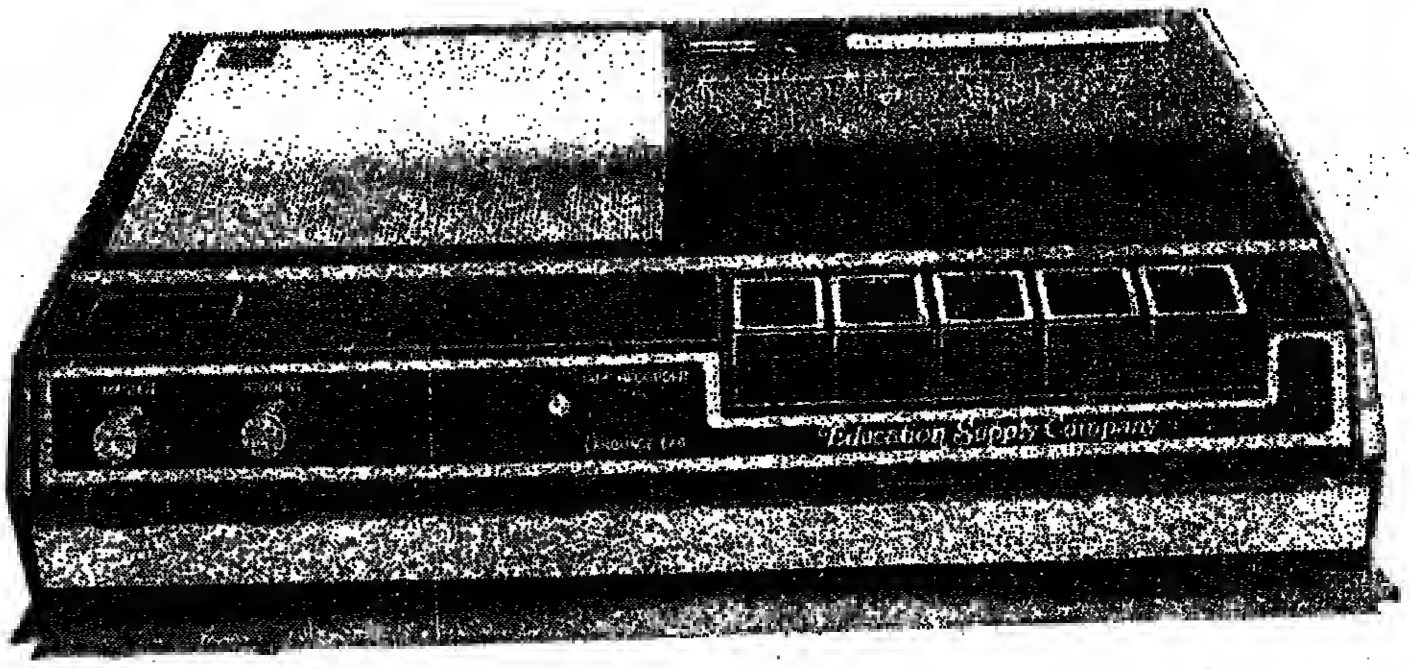

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Continued from overleaf

in smaller groups or pairs the more detailed questions of vocabulary, structure and idiom. At this point a transcript of the text would be available although the emphasis throughout is upon the nature and forms of the spoken language.

A valuable session at the beginning of the afternoon is the hour after lunch when pairs are free to examine together at more leisure the linguistic problems which have arisen so far during the day. Participants are encouraged to make notes of any difficulties or weaknesses they may detect in their partners' language and return to them later if they cannot be dealt with as they occur.

The remainder of the afternoon would be spent on the lecturette and later on a tutorial discussion by the group of some language teaching topic.

The lecturette is the short talk given by each participant once during the course to his group in his native language on a topic selected by him. It offers another interesting comprehension exercise for the foreign members of the group, some up-to-date insight into an aspect of the life and affairs of the target country, and it provides a starting point for a general discussion in which foreign participants are encouraged to play a large part.

The difficulty here is for native speakers to restrain themselves, particularly if the topic is controversial. A useful rule is that whenever a foreign speaker shows signs of wanting to cut in, the native speakers must give way at once. The normal rules of argument are thus tempered to that extent in favour of the foreign speaker.

An alternative activity to the lecturette practised this year was role-playing. Given the natural inhibition of most adults faced with a request to play-act, it was felt best to start with prepared dialogues which could be adapted in different ways by participants. The aim is to reach the point where foreign speakers can play out with each other roles which have been modelled by their native-speaking partners.

In the past, films and video-tapes have been used, either as another source of language to stimulate discussion or simply to inform or entertain. Unfortunately, certain logistic problems at Besançon this year prevented much use of this kind of material.

Throughout the course a tape library is available to the participants from which they can select programmes of many different types to work on, using the language laboratory as a private study facility.

The organized programme for each day usually ends by 5.30 although optional evening seminars are offered on several occasions during the three weeks. Sunday is a free day each week.

The consensus of opinion as reflected in the questionnaire which participants complete at the end of the course, has always been favourable but not a few have mentioned the tiring nature of this fairly long and intensive course. One encouraging feature is the number of lasting friendships formed here by teachers with colleagues abroad.

The course does not succeed, of course, for participants who expect to be allowed a passive role. Those who are willing and able to exploit the possibilities of having their own instructor for an extended period do undoubtedly benefit greatly from the experience.

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The Central Bureau

Intensive teaching—12

Adult classes: success attends more frequent sessions and 'Phone-a-Lang'

By D. G. Smith, principal modern languages adviser, Leicestershire

Numerically languages form an important part of the provision in adult classes. In my county, there are almost as many classes in languages as, say, in homecraft and allied subjects. Nationally, there appears to be evidence of a higher fall-off rate from adult classes than from other types of class. Although there appears to be no research evidence why this happens, there are two fairly obvious reasons: the rather unpalatable one, that language learning is quite hard work, despite the ambitious claims of newspaper advertisements; and, the rather more tractable one, that students feel that they do not get from their course either what they hoped to get, or perhaps what the advertising blurb led them to believe they would get.

Developments in language teaching techniques of the past 15 years have not changed the nature of the languages themselves. What they have done is to throw some light on the factors affecting language learning. They have also provided teaching materials appropriate to these factors.

These developments — most notably audio-visual courses and language laboratories—began in adult language teaching, but some teachers are loth to accept these changes, perhaps because they have no access to the research evidence upon which they were based. It is also certain that many teachers of languages to adults are not specially trained. (In Leicestershire, we run an annual in-service course, lasting 50 hours.) Equally important, adult students are often suspicious of approaches to learning based on techniques with which they are unfamiliar. Illogically, many of them want to be taught in the way by which they failed to learn languages at school.

Many part-time teachers of languages to adults are in fact full-time teachers of languages to children. It is important that they should realize, however, that the ways in which adult classes are organized and in which adults learn are different from the ways of children. Motivation of adult students, too, varies considerably.

Language learning is a cumulative business, and needs frequent practice. The week's gap between one lesson and the next, implicit in the traditional once-a-week course, militates against rapid language acquisition; the consequent slow progress is a disincentive to learn for many students. Another difficulty familiar to all teachers of languages to adults is that "beginners" classes tend to accumulate students of widely different abilities, including some who do know in fact quite a lot of the language.

Language classes differ in nature from, say, needlework classes or woodwork classes, for which students enrol with fairly clear aims and expectations and in which their sense of achievement develops from something which they have made. In such subjects, which tend to keep their students rather more successfully than language classes, the individual student expects, at the end of a defined time, to take home an elderdown or a coffee table. In language classes, too, the aim should be to state objectives equally precisely, and to ensure that students attain them.

Since students do not know what is involved in learning a language, the first sessions could be regarded as diagnostic, with students not paying their enrolment fee unless they are satisfied that they can cope with the kind of work which is being demanded.

As only gifted students learn much in the once-a-week class, the teacher should consider organizing classes two, three, or four times a week. Our experience in Leicestershire shows that students will enrol for more intensive courses, provided that they know that the teachers are adequate. It also shows that, provided they make success in learning language which is obviously relevant to themselves, the students are motivated enough to attend as frequently as is appropriate. Equally, experience shows that they make inordinately superior progress to students attending once-a-week classes.

Few students will be able to attend intensively for more than a term at a time. Follow-up sessions (say, short intensive bursts, after a six-month intensive period, for instance) might be a possible way of keeping their newly-acquired language in their mind. There seems to be evidence that language acquired quickly also disappears quickly, unless it is kept "on the boil" —but this is true of all language learning.

Two particular types of course run in Leicestershire indicate the possibilities of intensive courses. The first runs three or four nights a week. In Lutterworth, a small market town in south Leicestershire, we organized a four-nights-a-week course for the autumn term. The course enrolled 22 students. These were all ordinary people, housewives and their husbands, retired people, the average run of evening class attenders. The difference was that at the end of the term, 18 of the 22 students were still attending four nights a week. Such high attendance contrasts strongly with the high drop-out rate frequently experienced in the dribble language class.

In a 10-week term, the students absorbed 80 hours of language tuition, and were far more confident and fluent in their use of language than they would have been had they followed a once-a-week course for a whole year. At the end of the term, tired with their four-nights-a-week stint, they insisted that the course be continued the following term, even though the intention had been to stop. A second term was therefore run, two nights a week. The teachers were as surprised by the persistence of their students as by the enormous progress which they made.

It was interesting to discover how the students had heard of the class. It had been thought that recruitment would be poor, and therefore, saturation publicity had been made —newspaper advertisements, advertisements on local radio, posters in shop windows. It turned out, in fact, that all the students except one had learnt of the class through the normal college publicity handout. This was a firm indication to us that the market for such classes is there.

A similar class run—three nights a week—in Hinckley, a fairly average industrial town, enrolled 32 students. This class, too, continued beyond its allotted period, with the students requesting a French club follow-up in a subsequent term.

Dedication is required from the teachers. Clearly, for a class several nights a week, two teachers working closely together are required. Also needed is expertise in the use of audio-visual courses—both of the courses described above used the Credif materials.

A second type of intensive course is also of enormous interest and potential. This is run at the Wigston College of Further Education and is known as Phone-a-Lang. This type of course is closely modelled on experience gained over the last few years by Clarendon College in Nottingham.

Students telephone to the college and fix an appointment to see their teacher, for a personal lesson, student and teacher working alone. They buy a unit of time, currently running at £45 for 45 hours tuition. This entitles them to 15 hours of individual tuition and 30 hours of language laboratory time. A college which can organize a fairly large number of part-time teachers can guarantee a teacher for a student at certain specified times during the week. Within these specified times, the student knows that he can arrange for an appointment. If he wishes, he can have several lessons a week. If he has difficulties due to his work or to family commitments, he can choose to go a week without having a lesson at all.

In fact, students attend regularly. The arrangement is ideal for business men and for busy people who cannot always guarantee to attend a class at 7 pm every Tuesday. They programme themselves and they work at their own pace. When they have used up their time, they can purchase another unit for £45. A good number of students do this, and students can reach a high level of proficiency rapidly.

The scheme is self supporting, in that the student fees pay for the teacher tuition time. The college has a purpose-built language centre (in a mobile classroom block), which is used day and evening. Apart from an adequate number of teachers the only other requirement is a competent secretary/technician. The Wigston Phone-a-Lang room has been running for three years. So far about 175 units of study have been sold.

Finally, no language class reaches its full potential unless the students can have contact with the nationals of the country where the language is spoken. In Leicestershire, we have set up a self-supporting organization called Leicestershire with Europe which has two major purposes: to arrange courses in the nearer European countries for Leicestershire adult students, and to arrange courses in Leicestershire for adult students from those countries. At the moment, arrangements exist with France, Germany, Denmark, Belgium and Holland. Whether the courses be in Leicestershire or abroad, they are intended to acquaint the foreign visitor with the life and the language of the country concerned.

The courses, which are held in the summer and Easter holidays, have a distinct educational aim, including talks and visits, usually with regular intensive language lessons. A group of students to Leicestershire from the Vatersletteo Folk High School last summer had six hours of language tuition every day for a fortnight, based upon the course book which they were using in their classes in Germany. As might be expected, at the end of such a gruelling fortnight, the progress they had made was remarkable. Opportunities were provided for contact with the English inhabitants of the area, and these were seen to be successful not least in the farewell party, where it was really brought home to us that, for intensive and purposeful language study there is no shortage of adult students.

Motivation of adult students varies considerably.

Shorter courses and more motivation needed

B. W. Page, Supervisor, Central Language Laboratory, University of Leeds, calls for a new examination structure—perhaps similar to that in music

The Common Examination at 16-plus has, in some areas, already become an official alternative to CSE/GCE O level which it is intended eventually to replace. One would have hoped that the opportunity to produce a radically different examination system might have been enthusiastically seized. It has not. The new examinations in French look depressingly like the old ones and the effect, I believe, will be disastrous for modern languages in our changed secondary school situation.

Apart from labelling pupils for the guidance of other educational institutions and prospective employers, a public examination system in foreign languages should encourage:

- better teaching methods (it would be unrealistic to pretend the back-wash effect does not exist);
- people in their learning by setting realistic goals;
- people to learn more languages;
- people to go on learning after leaving school by pointing the way to the future as well as assessing the past.

The 16 plus examination may satisfy the first condition but it fails in the other three because of weaknesses it has willingly inherited from its GCE/CSE predecessors.

First, the implied course of study is too long. As in the old system, five years is assumed for the study of a first foreign language. In some parts of the country, children nowadays may be "learning" French for up to seven years before receiving public recognition of the skills they have acquired. This is far too long for most people to maintain their interest—hence the high drop out rate when O level and CSE options are made.

There is little to encourage learning languages for shorter periods—a less able group who may work hard to cover a small area, sixth formers starting a new language and younger pupils a second or third on shorter courses to O level/CSE. Consequently, in the latter case, only the most able make the attempt. In comprehensive schools this will mean a further strengthening of the stranglehold of French; the already apparent reduction of courses in other languages will accelerate.

As important, those who drop out, just as those who go on and fail, are convinced they are "no good at French". And yet their stock of the language compared for example with their probable knowledge of Arabic or Chinese, is considerable and certainly usable in specific circumstances. The system encourages an unnecessary sense of failure.

Second, the objectives are too vague. Vaughan James in his *Survey of Curriculum and Performance in Modern Languages* points out that "a feature of language syllabuses in general . . . is the absence of any declared objectives". Attempts have been made to remedy this by producing word and structure lists, topics to be covered and so on. But all these tend to be definitions of content rather than performance and Vaughan James' question: "What can a person with this qualification do?" remains unanswered.

Pupils are conscious of this. The painful acquisition of an ill-defined skill over a period of several years is not for them. An examination aimed at the wider ability range of the 16-plus is inevitably even vaguer in its objectives — it will tell you whether A performed better than B, but it will not tell you what either of them can, in fact, do. This is precisely the basis on which its feasibility is being investigated—whether it discriminates or not.

The situation is exacerbated by the intention of making the examination regionally organized and teacher-controlled like CSE. A study of the current syllabuses and papers of the 14 CSE boards show that this has lead to too great a variation in standards and implied work load from one region to another and consequently still more confusion over objectives.

Third, a school-based examination to be taken by a particular age group has the unfortunate effect of placing one more barrier between school and society because, like CSE, it cannot be made available to the general public. Foreign language study is popular among adults. BBC courses are flourishing in quality and quantity, evening classes are generally oversubscribed and well attended.

This phenomenon should be used by the school system to increase motivation. If Bloggs J. could see that the man next door was working towards precisely the same qualification as himself, that his studies were relevant in the real money-making independent adult world outside the classroom, then he might feel more disposed to carry on.

Such an examination, too, at the end of compulsory schooling, gives the impression to that large number who then finish their language study for good, that learning takes place only in school. What we need is a system which will bind school and society more closely together and encourage people to go on improving what language they have and adding to their stock after they have left school.

A new examination structure could go a long way towards all this. Its main characteristic would be that it would not provide one examination for a particular age group but a series that would take account of different periods of study and could be taken at any age.

The analogy is with instrumental music examinations with the difference that you would not have to take all the stages—you would aim at whichever was suitable. In that way, the average school pupil would not sit any more exams than he does now.

The first level would be such as could be reached by the least able in a year or so and by sixth formers or dedicated adults in a few weeks —a qualification that could be realistically attempted by 80-90 per cent of the population. Level two would be for those who wanted only a short course; levels three and four would cover the present CSE/O level range. In all, six or so levels would provide for language study up to A level and possibly beyond.*

Objectives in both competence and performance would be much more definitely outlined according to what the *Schools Council Examinations Bulletin 23* (a common system of examining at 16 plus) itself calls "national standards of attainment". Using the great resources of the present 22 examination boards, who now set up to 30 examinations (some twice a year and all supposed to be comparable) for 16-year-olds, it is possible to arrive at a system which combines well defined objectives with great flexibility of testing methods so that the individual teacher would have more control than at the moment over the way his classes would be examined.

School pupils would be encouraged to learn more languages by being able to gain recognition for the study of two or three rather than spending long years on one only. And they would know that higher levels were there for the taking if they continued their studies after leaving school or took them up again in later life. This would not only encourage the study of languages other than French but would give an insight into the greater number of cultures involved and even, for some, into the nature of language itself.

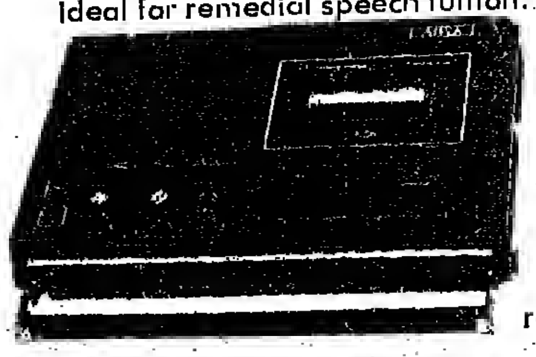
Such things might be attainable if we created an examination system that encouraged them. Offering a system of tests at several levels might do it; the projected 16 plus examination will certainly not.

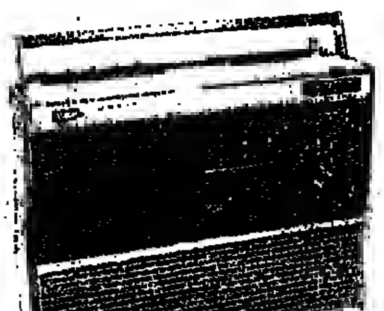
**The levels are explained in more detail in articles by Dr. Ann Harding (Cardiff) and myself in Audio-Visual Language Journal, 12, 1, 1974 and Modern Languages, LV 1, 1974.*

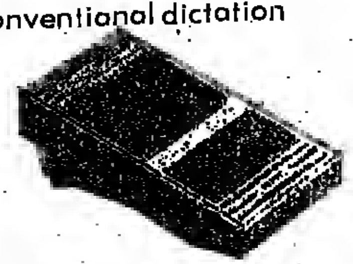
Russian gold

A gold and two bronze medals for Great Britain in the finals of the Moscow Olympics was the record of the British team of five pupils of Russian in their first appearance there in July. More than 150 pupils from 27 countries competed. Language performance—comprehension, reading, conversation and writing—as well as knowledge of life in the Soviet Union were tested before huge crowds in nerve-racking, unfamiliar surroundings.

Great Britain was represented by the winners of a series of heats conducted by the Association of Teachers of Russian. Angela Jonas (Preston Polytechnic) brought home the gold and Andrew Russell (Ravensbourne School, Bromley) and Simon Clift (Abingdon) the bronzes. Their two Scottish team-mates received honourable mention.







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The Alliance Française

—and its 70 British *cercles*. By Kenneth MacGowan

It is a noble illusion and worthy only of civilized men that one's own language is the most splendid on earth. It is the mark of the savage, educated or otherwise, to see in his speech merely a tool or a convenience. To be pragmatic when the most basic and essential of human activities, the most affective and the most creative is involved, is the mark of the instructed man but not of the urbane. Apes can communicate, and fish; men talk and write; and any organization dedicated to the furtherance of the best in any tongue is by definition admirable.

The French are more overtly proud of their language than we, but not more profoundly. The Englishman assumes that the foreigner will speak English; what better thing could he do? But it is still a national scandal that Helmut Schmidt can handle English almost as a native language and Harold Wilson cannot do the same for German. The Frenchman is flattered in a subtle way when someone speaks his language well; it is a bond of kinship and the way to his heart; the Englishman tends to think that the stranger has acquired merit by speaking English.

Since 1908 the Alliance Française has concerned itself with teaching French throughout the world. There are Alliance Française schools scattered over all the globe. They teach French to the citizens of the former French Empire who have by no means succumbed to the tyranny of Anglo-American. The mother school is in Paris on the Boulevard Raspail. It is presided over by a remarkable man, Marc Blancpain, teacher, journalist, wit and novelist. He has been there since the Liberation and his two immediate predecessors were Emile Henriot and Georges Duhamel.

Much of the strength of the Alliance Française is in its informality and its warm personal relationships. If you had been present at the last Congrès Mondial (which happens every five years) in Nice you would have been amazed at the spontaneous friendliness that sprang up between Uruguayans, Irish and Canadians. Even the presence of a clutch of ministers and the odd *Immortel* could not inhibit this.

Marc Blancpain will tell you how many thousand miles he travels a year. His excursions, like those of his predecessors, are in search of personal contacts between Frenchmen and those to whom France is important. Great Britain is by no means neglected.

The school on the Boulevard Raspail is a permanent affair and there is nothing better in France for the student, the teacher or the mere amateur. And what a wonderful alibi a course in Paris offers. The most puritan of consciences may be mollified by the thought that at least three hours a day must be spent in profitable study. With cheap and good meals, with the Coupole and the Rotonde just up the road, a breath, or almost, of the Paris of Sylvia Beach, Scott Fitzgerald and James Joyce.

The Fédération Britannique des Comités de l'Alliance Française (its only fault is its excessive title), is, unlike the parent body, essentially British. Pierre le Dilicocq, its Secretary, who has spent some 20 years in English-speaking parts, is clearly French, but his Council is largely British by nationality and approximately French by speech. Maurice Edelman presides, following Desmond Flower, John Lehmann, T. S. Eliot and Earl De La Warr. The members are a curiously assorted lot; the London ones include MPs, professors, bankers, teachers and lawyers; the regional *cercles* are well represented.

This brings me to what, from a British point of view, seems the most important thing of all: the *cercles*. There are over 70 of these all over the country and all active. Some are large and flourishing, some more modest; but in all there is a desire to hear more about France and keep this precious contact. One, at least, runs a junior section with classes in French, in close cooperation with local schools. To talk to these *cercles* is a valuable experience and it is moving to hear normally shy Englishmen boldly speaking French in public. The relationship with French assistants in local schools is a two-way traffic; they bring a young and immediate breath of French to English provincial towns and are in their turn introduced to British life.

The lecturers, or whatever you may choose to call them since not every meeting is a formal lecture, are mainly native French, some from France itself and some based on London. Come strikes, fog, go-slows or Acts of God, they turn up. It has been known for a speaker to hitch-hike or go by bicycle. And audiences also turn up to hear them even in the worst of weather.

The value of this kind of activity in small and often remote places cannot be overestimated. The subjects treated are of all kinds, but always in French and so is the subsequent discussion; the role played by local teachers of French is important. Indeed, schools and teachers could derive more profit from these *cercles* than at present and by their cooperation could both benefit and help. More could be done to bring sixth-formers to these activities. I am not suggesting that every meeting is a success but having organized with the Alliance fortnightly meetings in a provincial city for just these people, I know how useful they can be.

Marc Blancpain—"teacher, journalist, wit and novelist".

The presence of a forthright Frenchman, to talk, teach and discuss is of the greatest value. The Alliance can arrange for lecturers to visit schools and colleges, not only to lecture, but to promote discussion. This could be very worthwhile for colleges of education and all colleges of further education where French is taught.

One of the Alliance's most interesting activities is the annual competition for schools, for which the prizes include a stay in Paris. The essays are assessed in Paris every year, there is a very short entry; but all too often the public sector is backward. Surely it can not be wrong for a clever child to write in French, in competition with other clever children, and win a prize which may give him an unforgettable experience? Because not everybody can go to heaven is it right to abolish heaven?

It seems to me most important that teachers and students should use the Alliance more frequently and therefore better. A great deal has been done, in cooperation with the Franco-British Society, to make French assistants more at home here and more useful to us. In this kind of work, schools, advisers, inspectors, and administrators can help themselves.

If you want to know more of the Paris school, you should write to L'Alliance Française, 101 Boulevard Raspail, 75270 Paris CEDEX 06, and, in London, to Pierre le Dilicocq, Alliance Française, 3 Queensberry Place, London SW7.

Attitudes and methods

A study of the first two years of French in Scottish secondary schools. By J. N. Turion, principal teacher of modern languages, Inverurie Academy, Aberdeen

The introduction of comprehensive education in Scotland in 1970 and the recommendations of the Ruthven report in 1967 have had widespread implications for modern language teaching in secondary schools. Before Ruthven most pupils had not learned a foreign language and, consequently, foreign language teachers had been asked to deal mainly with the more able. Since the report and comprehensive reorganization this situation has changed radically, and a foreign language, normally French, is now taught to an increasing number of pupils in the first two years of secondary school.

This change is still taking place, but it is already clear that teaching foreign languages to the whole ability range has produced some difficulties—difficulties so far unsolved for the most part. The past few years have emphasized how difficult it will be to make a foreign language a well-fitting member of the common course.

A questionnaire—the main results of which are summarized below—was designed to examine teacher attitudes to French teaching in the first two years of the comprehensive secondary school. It covered two specific areas: first, teachers were asked about their attitudes to the position of French on the curriculum of first-year pupils. Opinions were sought on five main topics:—

- The position of French on the curriculum for the first two years.
- Class organization.
- The aims of teaching French in the first two years.
- The importance that teachers feel that second-year pupils attach to French.
- The effectiveness of present French courses.

The second specific area covered was teaching methods used to ascertain which of the two approaches—the traditional or the progressive—is the more dominant.

One hundred and five copies of the questionnaire were sent to the 11 secondary schools with French departments in the County of Aberdeen and to the 10 secondary schools in Aberdeen City. Eighteen completed questionnaires were received, from 10 county schools and eight city schools. In all, 91 teachers returned completed questionnaires.

Several points of interest emerged, perhaps the most important being that most teachers (71 out of 91) are in favour of French being an optional subject after the first year of secondary school. This is in contrast to the policy followed in most schools in the sample, whereby French is compulsory for two years. The implication is that many French teachers are teaching second-year pupils who would be better employed in additional study in some other subject.

This dissatisfaction with school policy is often made worse by the fact that teachers are in disagreement with school policy over class organization. In the first year, 65 teachers favoured a mixed ability approach to French teaching though few would include remedial pupils. By the second year, mixed ability groupings are not favoured. More than half the teachers (57) advocate setting. Streaming, though preferred to mixed ability classes, is less popular than setting.

These figures on class organization are particularly interesting if they are compared with how classes are organized in the schools. With regard to first-year class organization, only 21 teachers agree with their school's policy. For the second year, this figure has increased, and 50 agree with how classes are organized. It is clear that many teachers would choose different types of class organization, if this were possible. It would be interesting to examine how this affects their morale, for it is prob-

Continued on facing page

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able that this would be improved if they were teaching classes organized in ways in which they believed.

Teachers were asked to list 10 aims of teaching French in order of importance, and this resulted in the following: (1) Oral fluency. (2) Listening fluency. (3) Reading fluency. (4) Written fluency. (5) General interest in France. (6) Survival language for holidays, etc. (7) Career. (8) French civilization. (9) Study of French as an academic discipline. (10) French literature.

The move toward teaching French as a means of communication is clearly reflected in the list of aims that teachers in this sample set themselves. Emphasis is now placed on oral rather than written fluency and teachers consider the ability to speak French to be most important. Accuracy in writing, so long considered the principal aim, is relegated to fourth place after reading fluency in the order of language skills. However, it is noticeable that the first four aims are all concerned with teaching French as a language rather than teaching about France. The arousal of general interest in France comes fifth in the list and is thought to be a secondary aim compared with the mastery of the language itself.

A fairly recent view of language teaching—that of providing pupils with survival language for stays in the foreign country—does not come very high. It appears to be a side issue to the main aims of language teaching, though if these main aims are achieved, then pupils will be well able to cope in France.

Teachers' feelings regarding the aims which appear fourth, fifth and sixth are uncertain and this can be seen from the wide and even spread of votes concerning them. This uncertainty is not apparent with the aims which come toward the beginning and end of the list.

Teachers do not rate the importance of French for pupils' careers highly as a separate aim. However, as with survival language, teachers will inevitably be providing pupils with a foreign language to aid their career prospects if the primary aims of oral fluency, etc, are met. As would be expected in a list of aims for the first two years of French at school, those of introducing pupils to the civilization and literature of France and the study of French as an academic discipline hold the last three places. Such aims are not really appropriate at this level.

Teachers were also asked to rank mathematics, English, science, French, and modern and classical studies in the order of importance that they feel second year boys and girls attach to them. They feel that for boys French comes fifth in order of importance whereas it comes third for girls. This may mean that teachers will unconsciously concentrate their efforts on the girls in their class, thus possibly creating a self-fulfilling prophecy.

For the most part, teachers are dissatisfied with the various course books now in use in the schools, mainly because they do not have enough suitable material for the whole ability range. This means that teachers must spend a lot of time in producing supplementary material, such as worksheets. It is heartening to know here that under the auspices of the Scottish Centre for Modern Languages, a writing team has been created to produce material for the mixed ability groups of the first two years.

The movement away from the traditional aim of instilling written fluency to the more progressive view of teaching for oral fluency is reflected in the methods used for teaching in the first two years. The emphasis is now on written to oral work, and this is shown by the frequent use of the language laboratory and the taperecorder, and the choice of course books which are biased to oral work. Nearly all teachers provide an oral introduction to the French course in the first year. The use of the French assistant ensures that French is seen as a living language.

The overall picture is that teachers are making a determined effort to meet the needs of pupils of varying ability by moving towards a more progressive approach to teaching. This includes the use of worksheets, readers, the introduction of background information about France, the use of the new educational technology and a French assistant.

These attempts, however, may be undermined by the lack of confidence teachers feel in the justification of teaching French for two years to all pupils no matter what their ability. Variety of approach is not enough if teachers do not really believe in what they are doing. This lack of confidence can only be removed by the creation of new courses based on newly thought out aims, appropriate for groups of pupils of different ability.

Regional scheme for diversity

Dr. G. D. Morley writes on how a greater choice of language could be made available to all and five European languages, at least, offered in each l.e.a.

Language teachers' associations and the educational press are concerned by the decline in teaching the major foreign languages other than French in our schools. Yet is there any overriding, healthy argument why at present any one foreign language should dominate? The idea of the widespread availability in schools of only one foreign language might perhaps be detrimentally narrow and shortsighted. We need to wake up to the fact that even to maintain, let alone expand our role in Europe and the world of the future, Britain must have a wide resource of foreign languages at her disposal.

I would thus reiterate proposals to rationalize language teaching in schools. It should be emphasized that this does not mean all five languages—French, German, Italian, Russian and Spanish—should be taught in every school. The idea is rather that each of these languages should be minimally available on a regional local authority basis. Within each administrative area arrangements would be coordinated. The schools in an authority would between them teach all five languages, though necessarily to different extents. For example, it might be agreed to teach Italian in a limited number of schools and perhaps only as a second or third foreign language. The important point is that irrespective of availability agreed for each language, a minimal status for each would be assured. Organizing such a scheme would not, of course, be easy. It would depend on the support and good will of local authorities, advisers, headmasters and HMIs.

Successful implementation would help to avoid the predicament of the pupil who, having begun German at 11, moves away a year later to a school where perhaps the only language taught before 13 is French; or that of the boy who has passed O level Russian at high school and finds that no A level course is offered at his sixth form college. In other words, planning would give parents the confident knowledge that, to whichever part of the country they might move, in the new administrative authority there would be at least one school where their children could pursue their particular language interests.

Are there enough teachers available to cope with such a scheme? Many highly qualified teachers who teach the less popular major languages are underused or unemployed. To help view in perspective the "ever decreasing circle" argument often advanced regarding teacher supply and subject availability, it should be noted that during the academic year 1974-75 in university departments of education alone the number of teacher trainees was: French 498, German 261, Spanish 81, Russian 46 and Italian 16.

At the Conference on Security and Cooperation in Europe in Helsinki this August, France, the German speaking countries, Italy, Spain and the Soviet Union as well as Britain took part. The British Government in signing the Final Act, declared its determination "to promote the wider spread of foreign language study among the different types of secondary establishments and greater possibilities of choice between an increased number of European languages . . .". Let us harness our resources to implement this resolution and seek a balanced diversification in foreign language teaching.

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Europe and the early start

By P. H. Hoy

Local education authorities who are now revising their primary French policies after the Burstall report may derive help and even support from a glance across the seas at our Continental neighbours. The Council of Europe held a symposium at Wiesbaden in November, 1973, on "The Early Teaching of Modern Languages", in which, after animated discussion, the final consensus of opinion favoured the early start. This, after all, was in harmony with the resolution of the Committee of Ministers who since 1969 have been the keystone of the Council of Europe's policy for modern languages. The symposium added the usual provisos on efficiency of teaching and continuity between phases.

These views are confirmed by a brief study on the same theme which I made this year for the Council of Europe as a possible *point de départ* for a more substantial project to be considered by the Council for Cultural Cooperation. Most Western European countries are lowering the age at which foreign languages are started in schools. The change may be relatively modest, as with Iceland's recent decision to begin Danish, the first foreign language, at 10 instead of 12. Other countries are experimenting boldly with starting ages of seven, eight or nine, while France and some West German *Länder* teach a foreign language at the pre-primary stage in certain areas.

Enthusiasm for the earlier start is greatest in countries whose languages have the smallest circulation. The five Scandinavian countries are unanimous in introducing the first foreign language as early as finance and teacher supply will allow. They use any available experimental resources to improve teaching methods rather than to assess the value of the early start which they accept as an empirical response to a proven need. A Finnish correspondent considers that "learning a foreign language is a long process that should start as early as possible". Similar recourse to the primary school solution for linguistic difficulties appears in bilingual or multilingual countries, like Switzerland, Belgium, Ireland and Malta.

France and the United Kingdom, favoured possessors of world languages, have devoted time and money to research into the value of the earlier teaching of modern languages. In this process the French and British cannot show the spectacular results of the smaller, more urgently motivated countries, but we have added to the European stock of teaching knowledge and skills. Our more philosophical approach has not excluded practical work based on faith and enthusiasm.

Paradoxically France and ourselves, although now sceptical about the earlier start, have produced courses which are in wide circulation among the convinced practitioners of modern languages in the primary school. *Bonjour Line* and *Frère Jacques*, still widely used, may well be matched in popularity by *Kaleidoscope*, the "primary English" course produced from York in a direct line of descent from the Nuffield/Schools Council materials which began with *En Avant*.

West Germany stands midway between the converted pragmatists and the hesitant theorists. Practice varies among the 11 *Länder*. Berlin teaches a foreign language—usually English—to most of its young children, while Lower Saxony and Hesse are experimenting vigorously, but on a smaller scale. A book to be recommended for a general view of the earlier start in Federal Germany is Dr Gundi Gompf's *Englischunterricht auf der Primarstufe* (Beltz, Weinheim, 1975).

In the Netherlands, foreign languages are banned from the primary programme except as an out-of-school activity, with vigorous and universal compensation at the secondary stage. Controlled experiments with French and German may soon lead to a revision of this policy.

These few examples suggest that there is a general European trend, with many variations. The English observer encounters some surprises: he finds little evidence of socio-economic differentiation, except that prosperous and ambitious parents may over-push their children to excel in the foreign language; only occasionally are girls reported to be better linguists than boys; our "sore thumb syndrome", with its allegations of sabotage wrought by primary French on the junior school ethos, is so far reversed in more than one country where primary English is credited with improvements in teacher-child rapport.

Such differences can no doubt be attributed to variations in experience and in the social, environmental and vocational values given to language study. "Motivation is highest near linguistic frontiers", says a Swiss correspondent. Most countries are agreed on the need to adapt their language teaching to the needs of geographical areas and to the varying abilities of individual children.

As so often, Britain represents a microcosm of European tendencies. We have a multilingualism, with Welsh, Gaelic, Erse and the "immigrant" languages; we have varying linguistic traditions in various regions; we have understandable differences in aptitude and motivation. Flexibility should therefore be the keynote for all our decisions about modern language teaching, especially in the primary and middle schools. Choice of language and methods and intensity of study must vary appropriately as between Tyneside and Thames valley, Humberside and Merseyside. In this, as in other matters, there is much to be learnt from the efforts and achievements, the difficulties and solutions of our European colleagues.

Less commonly taught tongues

By G. E. Perren, director, Centre for Information on Language Teaching and Research

In June this year the Centre for Information on Language Teaching and Research convened a two-day conference on less commonly taught languages. Apart from those normally taught in schools (French, German, Italian, Russian and Spanish), CILT had identified a number of other languages which are regularly taught in Britain in further and higher education—for practical use and in response to a continuous, if sometimes diminishing demand. (There are, of course, still more languages which may be studied for linguistic, cultural or historical reasons.) Among the 52 participants were teachers of most of the 27 languages selected.

Thus the meeting was concerned primarily with the material problems of teaching languages for which demand is small (in terms of numbers of full-time students), resources difficult to reassemble if once dispersed, and in which some element of research is inevitably combined with their teaching if only because the same people often have [illegible] guages for the departments and sub-departments which provide them) are especially vulnerable in days of financial stringency. It may be less a matter of extending resources than of conserving those which now exist.

Many of the languages under discussion had in the past received considerable support for their development in universities by the Scarborough (1947) and Hayter (1961) reports on the grounds of future national needs as seen at the time. But times have changed and with them the scale and urgency of needs.

Former demands for African or Oriental languages to support colonial administration or technical aid have vanished. The status of Arabic has been drastically altered by an unforeseen shift of economic power. Japanese has acquired a technological mantle. Punjabi is no longer an exotic, but is now one of the languages spoken in Britain itself—and so on.

Traditionally the teaching of all such languages has been based on universities, to which must now be added polytechnics and a number of technical colleges. Although some university language centres may provide facilities for self-tuition in a great variety of languages, the most valuable resources—experienced teachers—are often scattered in many small departments and sub-departments, which implies a high staffing ratio—not only within individual institutions but nationally, when resources are totalled.

A question automatically posed by the conference was whether the existing provision for some languages is not spread too widely and too thinly to be as valuable as possible as well as economically defensible. Any answer to this question, however, requires careful consideration of needs other than those of effective teaching. It would also require a major survey of existing resources.

A comparatively recent factor, at present difficult to assess, is the effect of immigration. Within Britain there now live numbers of native speakers not only of Punjabi, Gujarati or Bengali but of Greek, Turkish, Cantonese and other languages. Not only do these immigrant populations produce a lively demand for language maintenance (often met from within the immigrant communities themselves) but they are also potential national resources of language informants and perhaps teachers—not always recognized.

However, resident native-speakers, although helpful to British students in search of oral practice if they can meet them, are not a substitute for contact with the native language communities in their homelands. The serious student of Chinese, Japanese or Swahili is at a considerable disadvantage compared with one studying a western European language because of sheer geographical distance; the need for first-hand experience of the full social context of the language, moreover, is greatest where the cultural gap is widest.

Particular problems considered during the conference included: the isolation of teachers who might single-handed be responsible for *all* the teaching of a particular language in a large institution; difficulties of publishing teaching materials for limited demands (especially when requiring non-Latin scripts); the administrative and pedagogical relationship of "minor" languages with their better established linguistic big brothers; the difficulty of devising teaching courses closely related to students' varying vocational or professional needs.

The need for facilities for regular exchange of information among those concerned with less commonly taught languages seems clear; although their linguistic interests may be widely different, many of their organizational and administrative problems are similar. Collectively they represent national resources of very great importance.

To underpin the conference CILT prepared a series of 19 *Language and cultural guides*. Each shows the institutions providing full-time courses and describes these courses, and provides lists of current and recent research projects and of commonly used teaching materials.

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English as she is spoke

Communication at work for immigrants. By Tom Jupp and Celia Roberts of the National Centre for Industrial Language Training

Language in the standard EFL textbook is all about structures, and the practice of language largely consists of drills. But there is an increasing recognition of the need to describe and teach language, not in terms of its formal properties, but as behaviour.

Acquiring a language must mean acquiring the social and psychological dimensions of that language, and right from the start the second language learner needs to know what the new language is communicating in terms of attitude and cultural load as well as the surface message. This communicative competence can be taught most effectively with a group of learners who have common functional needs.

The opportunity to direct English language teaching towards communication and behaviour in this way is provided by the recently established scheme to develop in-company English language training projects for immigrant workers in Britain. The scheme seeks to provide for the many thousands of people, particularly of Asian origin, who still have inadequate English language skills. This lack of language puts them at a great disadvantage in employment as well as being socially and economically undesirable for the wider community.

Although there is some successful English language provision for adult immigrants in Britain, generally this single largest group of people in need of English have not benefited much from the English language teaching boom which has swept Britain during the past 20 years. Private language schools and EFL departments in colleges have responded well and profitably to a varied range of needs from au pair girls to oil technicians. Higher education has seen the benefits of providing English study skills courses for overseas students. Why then have the established providers of English language teaching not made the same effort or had the same success with adult immigrants?

The failure is not surprising. The presence of immigrants usually emphasizes the deficiencies and inflexibility already present in institutions and systems. In this case, it reflects organizational and curriculum weaknesses. Adult education generally is not successful in reaching the unskilled and disadvantaged manual factory worker.

Equally, in no aspect of education is the hidden curriculum more strongly middle-class in values and more traditionally academic than in much modern language teaching. Language is still seen as largely a matter of formal linguistic skills dressed up in amusing middle-class situations and all emanating from the teacher who is the fountain of knowledge.

The result has been that much provision for adult immigrants has been in the form of infrequent classes, using highly inappropriate textbooks and methodology. Working hours and family circumstances make it impossible for most people of Asian origin to come to such classes anyway.

It would be unfair not to mention the successful work that is being done, but leaving the job to devoted teachers and community workers smacks more of a welfare operation than of the professional work now typical of other aspects of English language teaching.

The basic principle of the English language teaching in industry scheme is simple. Ideal language teaching conditions can be created when employers are persuaded in their own interests to provide language classes as a form of industrial training for workers from overseas.

In the summer of 1974, the Government approached a number of appropriate l.e.a.s to establish resources for this work. As a result, projects are now being set up in the mills and factories of Yorkshire and Lancashire, and in hospitals, food factories, car plants and component factories further south. It is only in key areas of the West Midlands that certain l.e.a.s have preferred to do nothing.

The new scheme lays a foundation for a pattern of national provision for this work, but it is still in its infancy. It is therefore encouraging that the one or two teachers appointed by each of the l.e.a.s will not be left to work in total isolation but will be supported through the new National Centre for Industrial Language Training, which also provides a professional point-of-contact for all the projects.

In addition, specialists in the Department of Employment are fully committed to helping in the job of convincing employers. This network of projects has developed from the work in companies and hospitals carried out over the last five years in the London Borough of Ealing.

With the launching of this new scheme goes the need for new materials and new methods. The two key principles for success are to make the real communication needs of the learner central to all the teacher's decisions and to relate the preparation of teaching materials to a study of appropriate language in its social contexts.

To do this, the teacher must first participate in the work situation and find out how English functions within it. He must also discover how much English his future students know, and in what ways they are failing to communicate successfully in English.

Then, for the purpose of planning a course in industry, we find it is useful to divide our data into four main areas:

English for the immediate job.
English for simple social contact.
English for job flexibility and for increased responsibility.
English for the individual to communicate about rights and problems.

For manual workers in hospitals and other services different categories are required.

The teaching materials then seek to reflect this real situation. For example, on an elementary course, when we teach greetings, the element of choice based on situation and relationship must be present from the outset. The learner must have the language he needs both to greet workfellows, supervisors and someone such as a personnel officer—in each situation different types of greetings are used.

Again, a learner may master actively only a few explicit greetings, such as: "Morning", "Hullo", "How are you?". But he must be able to react appropriately to the whole range of greetings in use and these may be not at all explicit.

For example, many people passing someone at the start of a shift say: "All right?" This is a greeting as well as a check. Then again, the teaching material must reflect the fact that people are not always happy when they are greeted. One dialogue can begin:

"Hullo, Davinder."
"Morning, Fred. How are you?"
"I'm fine."

But there must be another:

"Hullo, Mary. How are you?"
"I'm terrible."
"What's the matter?"

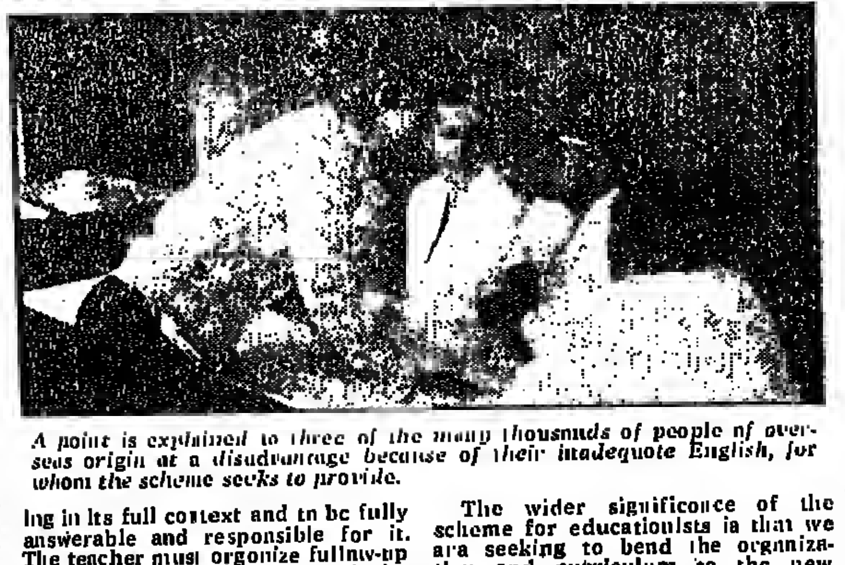
And these two suggestions also highlight the importance of names and forms of address in any greeting or initial contact. Teaching material has to be developed at the same time to cover first name, surname and title usage as well as pronouns of address, nick-names and so on. Nothing jars more than using names wrongly, quite apart from any problems of pronunciation.

Teaching the English needed for job instruction provides another example of the scheme's approach. We feel, even at the beginner level, all job instruction language teaching items should present a complete set of instructions, and should primarily be a matter of listening comprehension and physical reaction for the learner.

At the beginning, we construct simple sequences based upon the transcription of authentic material. Learners work in groups with physical objects and in some cases, for example a laundry, they can work with authentic objects from the start. The main active language the learner needs at the beginning is "check-back" forms to indicate when she has not understood or has a question.

In this instruction work, there is also the need to make sure the linguistic forms required are being really systematically mastered—particularly simple present forms, phrasal verbs and pronominal reference in the earliest items.

For the projects to succeed, it is not sufficient to get the methods and materials right in the classroom. There is the opportunity and the necessity to see language teaching in its full context and to be fully answerable and responsible for it. The teacher must organize follow-up activities for the learners on the shop floor.



A point is explained to three of the many thousands of people of overseas origin at a disadvantage because of their inadequate English, for whom the scheme seeks to provide.

Special seminars are required for English-speaking people to involve them also in the course. There is no point in students learning correct greetings and forms of address if the foreman still says: "We find it easier to call Asian people by their clock numbers. That way we don't get in a muddle."

Case study material based upon the original investigation forms an important part of these seminars. Material like the following is discussed:

HOW IT WAS

Supervisor: *What's your problem?*
Employee: *Is my rest day, no pay.*
S: *For when?*
E: *Sunday all day . . . off.*
S: *You weren't off or you were?*
E: *And off, and my rest day, 16 hours.*
S: *You worked seven days?*
E: *Yes seven days. And off. . . .*
S: *You were off sick one day?*
E: *Yes.*
S: *OK then.*
E: *No sick!*
S: *I thought you said. . . .*

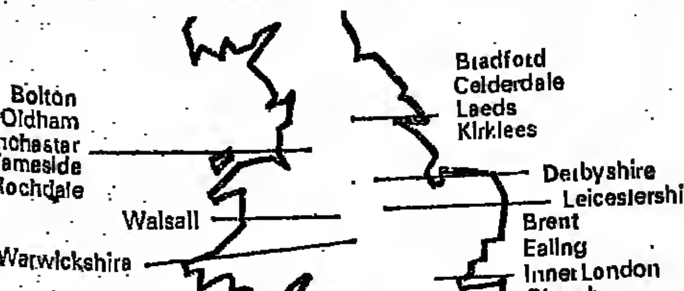
HOW IT SHOULD HAVE BEEN

Employee: *Can you spare a minute Fred?*
Supervisor: *What's your problem Marin?*
E: *There isn't enough overtime on my payslip.*
S: *How many hours did you work?*
E: *My rest day—that's 16 and my day off—that's 12.*
S: *Oh yes—28 not 21. Give me your slip and I'll check it with the clock card.*
E: *Thanks a lot, Fred.*

The wider significance of the scheme for educationists is that we are seeking to bend the organization and curriculum to the new sort of learner, and to involve everyone upon whom success finally depends. This is a particularly relevant model for the English language teacher who is working in an FE college, e g in relation to a craft course or O-level sciences.

This general approach also has much to contribute to the total provision for the disadvantaged in literacy and numeracy which is such an urgent need.

Further information from the Director, National Centre for Industrial Language Training, Recreation Road, Southall, Middlesex, UB2 5PF.



About 20 small specialist units for the work described above are being established by the l.e.a.s shown here. Help is also available from some other l.e.a.s, usually through FE colleges.

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Look forward, look back

Current BBC series. By Sheila Innes, executive producer, Further Education, Television

This autumn marks the start of the BBC's second combined radio and television language course with a single set of support materials. *Ensemble*, a course in conversational French for beginners, follows *Kontakte*, often described as "a contact-making kit in beginners' German", because it aims at an elementary degree of socialization not usually associated with a "survival kit" in a foreign language. *Kontakte*, which started a year ago, combined radio and television for the first time in Britain. In both languages, stages two and three will be on radio only.

In these harsh economic times, it is anticipated that these courses will have a useful broadcast life of some eight to nine years. Because they demand considerable production resources, evaluation projects to test their effectiveness have been set up at Brighton Polytechnic for *Kontakte* and at York University for *Ensemble*. In each case the government of the country whose language is being taught has made a grant towards the funding of the evaluation project, whose results will be published. Both the government of the Federal Republic of Germany and the French Government have also offered bursaries to the six candidates "who derive most from the course".

A further innovation is an optional achievement test at the end of the course, devised and processed by the University of Cambridge Local Examinations Syndicate. This is not a test of academic excellence, but rather an objective assessment, which provides each candidate with a profile of his attainment in the four skills which the course aims to teach: listening comprehension, speaking, reading and writing, with heavy emphasis on the first two. The test and the bursaries together are powerful incentives for students studying alone at home, as well as for those attending linked classes.

The wide variety of bursary winners for *Kontakte* were selected from the top 50 of the 2,500 who sat the Cambridge test. They reflect, both in age and background, the broad spectrum of language learners who follow broadcast courses. They include a retired Scottish matron of a military maternity hospital, a young man in PVC quality control, a teacher of handicapped children and the wife of a pig farmer with four children (and 400 pigs), whose portable cassette accompanied her from kitchen sink to ironing board to outbuildings in her pursuit of German. It was an interesting coincidence that half the bursary winners were students who had attended classes, while the remainder were home-based students, who used only the broadcasts and the support materials.

Ensemble is only just starting, but for *Kontakte* the findings so far give grounds for cautious optimism. A series of tests has revealed first that results were consistently high in all skills in all tests. Scores above 90 per cent were recorded and at no point did mean test scores fall below 50 per cent. Second, although there was a widely differing performance in all skills in the first half of the testing period, mean scores for the final test indicate a uniformly high level of performance. Third, where students took both the internal tests and the Cambridge Achievement test, results were broadly comparable.

For *Ensemble* the testing time starts with the transmission of the radio and television programmes and the publication of the first of two course books, cassette tapes (also available on LPs) and part one of the substantial teacher's notes. The first prepaid reply cards are trickling in to York University from home-based learners volunteering to have their progress monitored. Meanwhile, over 200 linked classes up and down the country are settling down to the course, while in Cambridge work is starting on the *Ensemble* test which, in May next year, will mark the first stage in the selection of the six students who stand to gain most from a free fortnight in France. Hopes rise as the pound falls.

NALA seminar

A brief report by P. J. Eustace

The aftermath of the Burstall report was one of many issues discussed by the National Association of Language Advisers at their annual seminar in Edinburgh this summer. At the end of a long debate, a statement was issued expressing the opinion that there were considerable educational advantages to be derived from a school-based provision of early foreign-language study.

Because of the educational and financial complexities of the present situation, the statement added, the association would produce a paper giving the views of its members on the early teaching of modern languages in Great Britain.

During the conference, Mr P. Hoy, former staff inspector for modern languages, described a survey now being conducted of early foreign-language learning in Europe and contrasted the practical approach (in countries where motivation was high) with our own theorising in the face of low pupil interest and achievement. (See article page 46.)

Other matters discussed by the conference included problems of teacher supply, the induction year, the role of the head of department, languages other than French and the development of reading skills.

In two papers, specifically concerned with Scotland, the speakers emphasized the value of involving teachers at the local level in the devising of materials. Mr Herbert Hayes, director of the Scottish Centre for Modern Languages, Aberdeen, described the structure of curriculum development at national and regional level in Scotland and spoke of the centre's work providing information, teaching resources and in initiating experiments.

Mr R. Johnstone, of the department of education, Stirling University, described one particular project, the framework for a French course for the full ability range of 12 to 14-year-olds in Scottish schools. This new course is being developed over a five-year period by his working party which meets regularly, with the considerable involvement of practising teachers.

Existing courses, he said, were originally intended for the more able and were too didactic; they were deficient in both background detail and in testing materials. The new course would be multi-media and provide materials for different levels of ability and interest, with a greater emphasis on realism.

In the field of examinations, the conference decided to establish a working party to look at the development of the 16-plus; it was also resolved to conduct a survey of CSE European studies syllabuses.

Mr J. A. Robinson and Mr L. Emmans were re-elected as NALA chairman and honorary secretary respectively for 1975-77.

The English guest arrives.

Visits and exchanges

The work of the Educational Interchange Council. By Harold Haywood, the Council's General Secretary

The old adage that travel broadens the mind is not always borne out by newspaper reports of British visitors abroad. Possibly not enough account is taken by those who plan such visits of the need to adapt to a strange environment. One agency in London, the Educational Interchange Council, which has a major programme of educational visits and exchanges, seeks to arrange for groups and individual young people to travel abroad in ways which will, above all, give them an insight into and appreciation of foreign manners, customs and languages.

The council, in cooperation with education authorities and organizations abroad, arrange home-to-home exchanges with foreign pupils and British schoolchildren between the ages of 13 to 18. This offers the opportunity to travel at an age when a stay with a foreign family is of particular educational value, giving real experience of life in another country and encouraging independence, responsibility and self-reliance.

The participants spend a period of about three weeks in each other's homes, and as there is an exchange of hospitality, there is no question of payment. Most of the exchanges are based on group travel arrangements to London, thus offering reasonably modest charges to British families.

In 1976, British pupils will have an opportunity to visit France at Easter and receive their partners in the summer, or both visits can take place in the summer. German families also exchange with the 14-19 age group, at Easter and in the summer, and a similar opportunity is offered in Switzerland for 15 to 18-year-olds, both visits taking place consecutively in the summer.

Applications for these schemes have to reach the council by February 1 for the Easter exchange and by April 1 for the summer exchange.

Language courses for pupils taking CSE examinations and GCE O and A levels in German are arranged for the Easter and summer holidays. Participants travel as a group from London and stay in the homes of local families who have children about the same age. On most weekdays they receive about three hours' tuition, given by local teachers and by a British teacher who accompanies the group. The rest of the time is spent with their hosts or taking part in a programme of excursions and social activities.

The course at Easter lasts about three weeks, and in the summer, four weeks in August. In 1976 these are likely to be at Bad Vilbel, Oldenburg, Osnabrück, Stuttgart at Easter and Lauterbach in the summer. It is a measure of the interest and enthusiasm with which the German authorities support these programmes that the German Federal Government offer scholarships to cover all or part of the cost of the course. Those who are awarded free places are responsible only for the cost of their travel and insurance.

The council is also able to offer pupils who have already acquired a good knowledge of the language the opportunity to improve their fluency in German or French by attending a school for a term and staying with a local family. This scheme has been running for many years and has the approval of the Department of Education and Science and the Joint Committee of the four secondary associations.

The scheme is most suitable for people aged between 16 and 18 who are either in their first year in the sixth form or staying for a third year before going to a university to study languages. Pupils can be placed for any term of the year but applications should be made preferably two terms in advance.

In Germany, the arrangements are made by the educational authorities of the Länder concerned. They select schools for the British young people and arrange for them to stay with the families of German pupils, bearing in mind the ages and interests of both. Again, scholarships are made available by the German Federal Government, offering help towards the cost of the term to well-qualified pupils who are in need of financial assistance.

In France, the arrangements are made in cooperation with the *Association pour le Développement de l'Expression Française et des Relations Internationales* and the *Fédération des Parentes d'Elèves de l'Enseignement Publique*, both officially recognized bodies. In addition, groups are sent to international youth centres in France, at Cognac, north of Bordeaux, at Le Hercerie, in the Loire Valley, and at Port Blanc, at Dinard, on the Brittany coast.

There are also international youth meetings and a series of nine day conferences in Germany, and senior pupils are also offered an opportunity of working holidays in Norway and Finland. The age group here is 16-21, and this popular project provides a chance for British participants between the ages of 16-21 to spend their holidays in Scandinavia giving language tuition, doing housework, farm work and other outdoor work in return for food, accommodation and pocket money.

The EIC are keen to expand the number of British pupils who travel abroad in these programmes but equally to find more schools and families in the United Kingdom who will receive the, usually, well motivated visitors from beyond these shores who wish to improve their English and, perhaps more important, to see something of and share in our way of life.

Information about all these schemes may be obtained from The General Secretary, The Educational Interchange Council, 43 Russell Square, London WC1B 5DG.

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PRIMARY
Headships

continued from page 32

STAFFORDSHIRE
EDUCATION COMMITTEE
HYDE LEA INFANTS' SCHOOL
Hyde Lea, Stafford

Applications are invited for the post of HEADTEACHER of this Infants' School, Group 1, for children aged 5 to 7 years.

Application forms and further particulars are obtainable from the Chief Education Officer (Staffing), County Education Offices, Tipping Street, Stafford (stamped addressed envelope). Completed forms to be returned by 18th November, 1975.

SUFFOLK
COUNTY COUNCIL

Applications are invited from suitably qualified and experienced TEACHERS for the following posts:

CHEVINGTON V.C.P. SCHOOL
HEADMASTER/HEADMISTRESS
Roll 31. Group 2
Age range 5 to 9 years
DRINKSTONE V.C.P. SCHOOL
HEADMASTER/HEADMISTRESS
Roll 41. Group 1
Age range 5 to 9 years

Application forms and further details obtainable from the County Education Officer, County Hall, St. Helen's Street, Ipswich (stamped addressed envelope, please), to be returned by November 7th, 1975.

WILTSHIRE
EDUCATION COMMITTEE
CLIFTON JUNIOR SCHOOL
Clifton Street, Swindon

Required from January or Easter 1976:
HEAD TEACHER, Group 5, for this well established school (310 boys and girls) about one mile from the centre of Swindon.

RODBOURNE CHENEY JUNIOR SCHOOL
Broadway, Swindon
Headmaster: Mr. S. R. Smith

Required from Summer Term, 1976:
HEAD TEACHER (220 boys and girls on roll) for this Group 5 school situated on the north-western side of Swindon, about two miles from the Town Centre.

Removal expenses up to £75.

Application form and further details sent on receipt of a stamped addressed envelope, to the Chief Education Officer, Education Department, Wyvern House, Theatre Square, Swindon, SN1 1QH.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for Easter, 1976:
ETTINGSHALL JUNIOR SCHOOL
HEAD TEACHER, Group 5.
OLDFALLINGS JUNIOR SCHOOL
HEAD TEACHER, Group 6.
UPLANDS JUNIOR SCHOOL
HEAD TEACHER, Group 5.
CLAREGATE J. & I. SCHOOL
HEAD TEACHER, Group 6.

Application forms and further details available from Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DH, to whom they should be returned within 10 days of this advertisement (stamped addressed envelope, please).

Deputy Headships Senior Masters/ Mistresses

AVON COUNTY
STANSHAWES COURT COUNTY JUNIOR SCHOOL
Sundridge Park Estate,
Yate, Bristol BS17 4HQ

Required as soon as possible, DEPUTY HEAD. Salary in accordance with Group 6.

Application by letter to the Headmaster immediately with full details of qualifications, experience and names of two referees.

AVON COUNTY
RIDGE INFANTS' SCHOOL
Yate, Bristol BS17 4HQ

Required for January, DEPUTY HEAD. Group 4.

Application by letter to the Head immediately with full details of qualifications, experience and names of two referees.

BERKSHIRE
EDUCATION COMMITTEE
(READING DISTRICT)
CHRIST THE KING R.C. PRIMARY SCHOOL
Northumberland Avenue,
Reading RG2 8NR
Headmaster: D. Murphy

Applications are invited from suitably qualified and experienced Catholic TEACHERS for the post of DEPUTY HEAD of this Group 5 school to commence duty beginning of Summer Term 1976.

Application forms obtainable from the Reading District Education Officer, Reading District Education Office, P.O. Box 93, Civic Offices, Civic Centre, Reading RG1 7TP, to be returned to the Chairman of the Managers, Rev. Father M. Nugent, Christ The King Presbytery, 408 Northumberland Avenue, Reading, Berkshire, by 24 November, 1975.

Assistance with removal expenses. Lodging allowance (married teachers only) in approved cases.

BERKSHIRE
SLOUGH DISTRICT
HOLY FAMILY R.C. FIRST SCHOOL
Common Road, Langley
Slough SL3 8LU

Number on roll: 160 (aged five to eight years)

Required January, or as soon as possible, suitably qualified and experienced Roman Catholic TEACHER for the post of DEPUTY HEAD, Group 4 school. Musical ability an advantage. £141 per annum local weighting allowance. Possibility of accommodation within approximately six months. Removal/lodging allowances available.

Application forms and further details obtainable from the District Education Officer, 48 High Street, Slough SL1 1EN, and returnable to the Headmistress at the school. Closing date for receipt of completed forms, November 14, 1975.

DEVON
TAMERTON VALE PRIMARY SCHOOL
[illegible] Cross, Tamerton Foliot
Plymouth
(Group 7).

Required for January or April, 1976, suitably qualified and experienced lady for SECOND MISTRESS (at a salary as for Deputy Head) at this school. Group 7.

Applicants for this highly paid appointment will be expected to have had experience in one or more of the following fields, besides being willing to give time to out-of-school activities.

(1) Welfare of the girls.
(2) Curriculum development.
(3) Improving contact with parents, especially where there is concern for a child's lack of progress or emotional disturbance: this includes coordination with other services.
(4) Supervision and progress of training college students.

Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

EALING
(London Borough)
EDUCATION SERVICE

DEPUTY HEAD TEACHERS required for April, 1976, for the following schools:

ALLENBY FIRST SCHOOL
Allenby Road, Southall, Middlesex
Group 4, Salary scale £3,360-[illegible].
COMPTON FIRST SCHOOL
Cavendish Avenue, Ealing, W.13
NORTHFIELDS FIRST SCHOOL
Balfour Road, West Ealing, W.13
Both these schools are Group 5, Salary scale £3,750-£4,833.
FEATHERSTONE MIDDLE SCHOOL
Featherstone Road, Southall, Middlesex
Group 8, Salary scale £4,428-£5,052.
Social Priority Allowance payable.
NORTH FIRST AND MIDDLE SCHOOL
Meadow Road, Southall, Middlesex
Group 7, Salary scale £4,740-[illegible].

£351 London Allowance payable on all these appointments.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Application forms from Head Teacher to be returned as soon as possible.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
RAYNHAM INFANTS' SCHOOL
Raynham Avenue, London N18 2JQ
(Roll 142)

Required for January, 1976, or as soon as possible thereafter:
DEPUTY HEAD TEACHER, Group 4.

The post will be vacant owing to the retirement of the present holder.

Mortgage facilities, subject to funds being available. Consideration given to the following: 100 per cent removal expenses, general assistance with relocation costs, temporary housing accommodation for up to two years. £10 per week lodging allowance (up to four months) in certain cases.

Application forms (stamped addressed envelope) obtainable from the undersigned to be returned to the Chief Education Officer, by Friday, 14th November, 1975.

M. Henley, Chief Education Officer, Civic Centre, Silver Street, Enfield, Middlesex EN1 3ES.

HAMPSHIRE

MID-HANTS AREA

THE BUTTS COUNTY PRIMARY SCHOOL

Bolle Road, Alton, Hants.
(280 on roll)

Applications are invited from suitably qualified and experienced TEACHERS for post of DEPUTY HEADTEACHER (Group 3). Vacancy due to promotion.

Previous applicants will be reconsidered.

Please write to the Headteacher giving curriculum vitae and the names and addresses of two educational referees. Assistance with removal expenses in approved cases.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Offices, 88 Lampton Road, Hounslow, Middlesex
CHATSWORTH JUNIOR SCHOOL
Heath Road, Hounslow, TW3 2NW
Headmaster: Mr. O. Paul
Required for January, 1975, or as soon as possible thereafter:

Applications are invited for the post of DEPUTY HEAD TEACHER for this Group 6 school.

Closing date 7th November, 1975.
London allowance £267 payable.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.

Application forms (stamped addressed envelope) from the undersigned, which should be returned as soon as possible.

P. J. Lee, Director of Education.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
PARK PRIMARY SCHOOL
Park Road, Kingston upon Hull
Head: Miss M. Wilson

Required for Easter, 1976, a DEPUTY HEAD TEACHER for this Group 5 primary school with 187 boys and girls on roll aged 5 to 9 years. This is a Social Priority School.

Application forms are available from the Head to whom completed forms should be returned not later than 14th November, 1975.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
CHATHAM, LORDSWOOD C.P. INFANTS' SCHOOL
Lordswood Lane

DEPUTY HEAD TEACHER required January, 1976, for this Group 6 school, which includes a class for Nursery children.

Applications to be submitted to the Headmistress.

MAIDSTONE DIVISION

DETLING C.E. PRIMARY SCHOOL
(Group 3)
near Maidstone

DEPUTY HEAD (woman). Interest in Upper Infants/Lower Juniors essential. Modern Methods. State special interests. Vacancy due to promotion.

MAIDSTONE SHEPWAY C.P. INFANTS' SCHOOL
DEPUTY HEAD
(Group 5) Modern premises. Application forms for both posts from Divisional Education Officer, Astley House, Hastings Road, Maidstone.

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SHEPWAY DIVISION

ST. AUGUSTINE'S R.C.P. (AIDED) SCHOOL
Seabrook Road, Hythe, Kent
(Present Roll 180 plus (J.M.I.))

DEPUTY HEAD TEACHER required for January, 1976, or as soon as possible. Group 4 school. Applications are invited from suitably qualified experienced teachers, preferably male. It is required that they hold a Catholic Teacher's Certificate or the equivalent in modern catechetics.

Application forms and further particulars from Rev. Father [illegible] Power, Austin Friars, Hythe, Kent, to whom [illegible]

NEWHAM
(London Borough of)
ST. ANTONY'S R.C. INFANT SCHOOL
Upton Avenue, London E7 9QB
(246 on roll)
Required as soon as possible:
DEPUTY HEAD TEACHER—Group 5.

Burnham Scales, plus London allowances, £351.

Application forms are available from the undersigned quoting [illegible] and should be returned as soon as possible.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4HH.

RICHMOND UPON THAMES
(London Borough of)

HEATHFIELD INFANTS' SCHOOL

Cobbett Road, Twickenham TW2 6EN

Applications are invited for the post of DEPUTY HEADTEACHER required from January, 1976, or as soon as possible afterwards. An interest in modern methods and cooperative teaching. Music an advantage but not essential. Previous applicants will be reconsidered.

Group 6 plus Outer London Allowance of £267 payable.

Forms and further details from S. Naismith, Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable by 14th November, 1975.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
RAWMARSH MONKWOOD INFANT SCHOOL
Required for April, 1976, or earlier if possible—
DEPUTY HEAD TEACHER—Group 4
Closing date: 30th November, 1975.

Application forms available from the Principal Recruitment Officer (Education), Room 7, Top Floor, Municipal Offices, Howard Street, Rotherham. Tel.: Rotherham 2121 Ext. 3367.

O. W. Ellis, Director of Personnel Resources.

CITY OF SALFORD
EDUCATION DEPARTMENT

CASSEL-FOX BROUGHTON JEWISH INFANTS' SCHOOL
Group 4

DEPUTY HEAD TEACHER

Required for appointment as soon as possible. This is an orthodox Jewish School, which has been enlarged to include an open-plan department.

Application forms available from the Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT, to whom they should be returned by 28th November, 1975.

SHEFFIELD
EDUCATION
ST. MARY'S WALKLEY CHURCH OF ENGLAND (Aided) J. and I. SCHOOL

Required for April, 1976, a DEPUTY HEAD TEACHER for this Group 4 School with experience of teaching in the Infant section.

Salary, £3,360 to £4,635.

Applicants must have Christian conviction and an awareness of education in the Anglican Faith.

Forms of application may be obtained from the Chief Education Officer, P.O. Box 67, Leopold Street, Sheffield S1 1RJ, and should be returned to Revd. [illegible], Walkley Vicarage, 150 Walkley Road, Sheffield S6 2XQ, within 14 days of this advertisement.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT

Applications are invited for the DEPUTY HEADSHIPS of the following schools, for appointment in January, 1976, or as soon as possible thereafter:

(1) OXCLOSE INFANT SCHOOL
Washington
(Group 4)
3 F.E. Open Plan School
(2) ALBANY INFANT SCHOOL
Washington
(Group 4)
2 F.E. Semi-Open Plan School

Applications from a wide range of Infant TEACHERS would be welcome. This is a re-advertisement, previous applicants need not apply, as they will automatically be reconsidered.

Application forms, obtainable from the Director of Education at the address shown below, on receipt of a stamped addressed foolscap envelope, should be returned to him by 7th November, 1975.

Removal expenses and temporary lodging allowance may be granted in the case of appointee from outside the Borough.

L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland SR2 7DN.

Heads of Department

CAMBRIDGESHIRE
PETERBOROUGH AREA
GLINTON C.E. SCHOOL
Glinton, Peterborough PE6 7JW

Required for January, 1976:—
Infant TEACHER for HEAD OF DEPARTMENT, for work with reception class (five to six year olds). The ability to play the piano would be considered an advantage.

Possibility of a Scale 2 post for a suitable candidate.

There is a possibility of assistance being given with housing and removal expenses in appropriate cases.

Please apply in writing to the Headmaster, Mr. J. Sutcliffe, at the above address enclosing the names and addresses of two referees as soon as possible.

HUNTINGDON AREA
BLUNTISHAM ST. HELEN'S
[illegible], Huntingdon

HEAD of INFANTS' DEPARTMENT (Scale 2) required for January, 1976. Music would be an advantage.

Application forms and further information available from the Headmaster at the school.

Assistance is given with removal of [illegible]

Other Posts on Scale 2 and above

BARKING
(London Borough of)
MARKS GATE JUNIOR SCHOOL
(Roll 284)

Required January, 1976, or as soon as possible thereafter. Experienced Class TEACHER with responsibility for Library. Scale 2.

London Addition £351 per annum.

Reimbursement of removal expenses in approved cases.

Application forms obtainable from Chief Education Officer, Town Hall, Barking, Essex, returnable by 13th November, 1975.

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
ST. ANTHONY'S R.C. FIRST SCHOOL

Farnham Road, Slough, SL2 3AA
Head, Mrs. E. Green
Number on Roll: 167

Qualified and experienced TEACHER required for January. Scale 2 post available for suitable applicant able to be responsible for MUSIC. London area fringe allowance of £141 per annum in addition to Burnham salary. Removal expenses up to £150 payable in approved cases.

Further particulars and application forms from the Headmistress. Tel.: Farnham Common 4450.

CAMBRIDGESHIRE
HUNTINGDON AREA
STILTON C.E.(C) SCHOOL
Stilton, Peterborough

Enthusiastic INFANT TEACHER required for January, 1976. Scale 2 post available for suitable candidate.

Application forms and further information available from the Headmaster at the school.

CUMBRIA
EDUCATION COMMITTEE
SCAWS C. OF E. SCHOOL
Penrith
(Controlled: 4-7: Roll 200)

Required January, 1976, a TEACHER (Scale 2) with experience of progressive methods, who can desirably offer MUSIC.

Application forms obtainable from and returnable to O. A. Hargreaves, Assistant Director of Education, Civic Centre, by 14 November, 1975.

CUMBRIA
EDUCATION COMMITTEE
VALLEY JUNIOR SCHOOL
Whitehaven
(County: 7-11 mixed: Roll 309)

Required January, 1976, or as soon as possible, an ASSISTANT TEACHER (Scale 2) to take charge of the Remedial Department and to teach French. This is a Social Priority School and the S.P.A. allowance will be payable.

Application forms obtainable from and returnable to R. C. Powell, Assistant Director of Education, Union Hall, Scotch Street, Whitehaven by 17 November, 1975.

DEVON
LANGLEY JUNIOR SCHOOL
Pendeen Crescent, Southway, Plymouth

Experienced TEACHER required, preferably in January, 1976, but if not as soon as possible thereafter, to help with the development of art and craft and display. An interest in mathematics and/or environmental studies desirable but not essential. Scale 2 post.

Application forms (stamped addressed envelope) from Headmaster returnable to him within 14 days.

DORSET
LITTLEMOOR COUNTY PRIMARY SCHOOL
Near Weymouth

Required for April 1976, TEACHER to be in charge of NURSERY unit which will open in September. Scale 2 post.

Assistance with removal and legal expenses.

For application form (to be returned by 14th November) and further particulars send foolscap stamped addressed envelope to The Staffing Officer, Education Office, County Hall, Dorchester, Dorset DT1 1XJ.

DURHAM
COUNTY COUNCIL
HEADSHIPS
(a) NEVILLES CROSS COUNTY JUNIOR MIXED AND INFANT
Group 3
(b) NEWTON AYCLIFFE ELMFIELD COUNTY JUNIOR MIXED
Group 4

Removal expenses, lodging allowances and travelling expenses payable in approved cases.

Application forms from the Director of Education, P.O. Box, County Hall, Durham, DH1 5UJ, on receipt of a stamped addressed envelope, to be returned by the 18th November, 1975.

POSTS OF SPECIAL RESPONSIBILITY
DEPUTY HEADSHIPS
PETERLEE HOWLETCH LANE COUNTY JUNIOR MIXED
Group 5
Education Office, Seaside Lane, Easington, Peterlee.
DARLINGTON GURNEY PEASE COUNTY JUNIOR MIXED
Group 4
Education Office, Craig Lea, Uplands Road, Darlington.
CONSETT MOORSIDE COUNTY JUNIOR MIXED AND INFANT
Group 3
Education Office, Durham Road, Blackhill, Consett.
ASSISTANT TEACHER,
Salary Scale 2
SOUTH STANLEY COUNTY JUNIOR MIXED
(Responsibility for slow learners 1st and 2nd Year)
Education Office, Durham Road, Blackhill, Consett.
SHERBURN COUNTY INFANTS
(Responsibility for Reception, Reading and Language Development throughout school)
Room 3/90, County Hall, Durham.
BELMONT CHEVELEY PARK COUNTY INFANT
(Responsibility for Reading, Library and Resources)
Room 3/95, County Hall, Durham.
EASINGTON COLLIERY COUNTY INFANT
(Responsibility of Art and Display. Experience of Young Entrants an asset)
Education Office, Seaside Lane, Easington, Peterlee.
DARLINGTON HARROWGATE HILL COUNTY JUNIOR MIXED
(Responsibility for Mathematics)
Education Office, Craig Lea, Uplands Road, Darlington.
ASSISTANT TEACHER
Salary Scale 3
(Temporary pending reorganization of school)
CHESTER-LE-STREET NEWKER COUNTY JUNIOR MIXED AND INFANT
(Responsibility for Music—Pianist desirable)
Education Office, 8 Red Rose Terrace, Chester-le-Street.

Application forms, on receipt of a stamped addressed envelope, from the Area Administrative Officer, at the address shown [illegible] by 19th November [illegible]

HAMPSHIRE

PORTSMOUTH AREA

BINSTEAD FIRST SCHOOL

Binstead Road, Portsmouth PO2 7PH

Qualified TEACHER required from January 1, 1976, or as soon as possible thereafter, to take up the Scale 2 post of General Supervisory Duties with special responsibility to advise on the development of Mathematics in the First School.

BUCKLAND FIRST SCHOOL

Elm Road, Portsmouth PO2 7HJ

Required for January, 1976, or as soon as possible thereafter, a qualified teacher to take up the Scale 2 post of Co-ordinator of the Wing of the school (in the first instance this will be for 6, 7 and 8 year olds).

MID-HANTS AREA

PETERSFIELD COUNTY INFANTS SCHOOL

St. Peter's Road, Petersfield, Hampshire GU32 3HX
(194 on roll)

MISTRESS, MATHEMATICS CONSULTANT: First Year Leader. Scale Two Post.

GOSPORT/FAREHAM AREA

STONE LANE COUNTY PRIMARY SCHOOL

Stone Lane, Gosport PO12 1SQ
(350 on roll)

LEADER of LOWER SCHOOL (Four Infant and two First Year Junior classes). Scale 2. Possibility of promotion to Scale 3 September, 1976.

Please write to School, giving curriculum vitae and names and addresses of two educational referees. Further details from Head. Assistance with removal expenses in approved cases.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
ENGAYNE JUNIOR SCHOOL
(E.6)
Severn Drive, Upminster
RM14 1SY

Required January if possible:—
TEACHER for some GENERAL SCIENCE and BOYS' PHYSICAL EDUCATION and GAMES. SCALE 3 post available for suitable applicant.

London weighting £267 per annum. Assistance with removal expenses available in appropriate cases.

Application forms from D. H. Wilcocksen, Director of Educational Services, Education Department, Mercury House, Mercury Gardens, Romford RM1 3DR.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
HILLDENE JUNIOR SCHOOL
(Roll 380)
Grange Road, Romford RM3 7DU

Required January if possible:
TEACHER for GENERAL SUBJECTS. State special interest. Scale 2 post available for suitable applicant. Male applicants particularly welcomed.

There is a scheme for removal expenses.

Application forms available from Director of Educational Services, Mercury House, Mercury Gardens, Romford, to be returned as soon as possible.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
ST. JOSEPH'S R.C. J.M. & I. SCHOOL
(Roll 339)
St. Mary's Lane, Upminster
RM14 2QB

MASTER for Upper Juniors with an especial interest in BOYS' GAMES. Scale 2 post available for suitable applicant.

There is a scheme for removal expenses.

Application forms from Director of Educational Services, Mercury House, Mercury Gardens, Romford to be returned as soon as possible to Father D. Donnelly, The Presbytery, Champion Road, Upminster.

HERTFORDSHIRE
COUNTY COUNCIL

NORTH HERTS DIVISION

PURWELL J.M.I. SCHOOL
Fairfield Way, Hitchin
(Number on roll 300)

TEACHER required April, 1976, to be responsible for GIRLS' GAMES. Scale 2 post available for suitably qualified applicant.

Applications naming two referees to the Headmaster, from whom further details may be obtained. Removal expenses may be paid.

HERTFORDSHIRE
COUNTY COUNCIL

NORTH HERTS DIVISION

GRANGE J.M. SCHOOL
(Group 6)

Sparhawke, Letchworth
(Number on roll 372)

Qualified TEACHER required for January, 1976, to take first-year Junior Class and to help with boys' games. Scale 2 salary for suitably experienced teacher.

Further details from the Headmaster. Removal expenses may be paid.

NORFOLK
COUNTY COUNCIL
Education Department

Re-advertisement

REQUIRED FOR SUMMER TERM

DEPUTY HEAD

for

FOULSHAM C.P. J. & I. SCHOOL
Nr. Fakenham
(Group 2; 78 on roll; 4-11 age-range)

Application forms and further details may be obtained by sending a stamped, addressed foolscap envelope to the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed forms should be returned by November 18th.

Removal expenses are payable in accordance with the Authority's scheme.

PREVIOUS APPLICANTS NEED NOT RE-APPLY; all previous applicants will be considered with new ones.

Re-advertisement

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE

Applications are invited for the following

HEADSHIP

tenable from Summer Term, April 27, 1976

FAIRCHILDES INFANT SCHOOL
Fairchildes Avenue, New Addington, Croydon

Salary, Teachers Scale Group 5. London Area Allowance of £267 is payable.

Teachers who applied to the previous advert would be considered and need not re-apply.

Reasonable removal expenses will be reimbursed (details on request).

Application forms and further details of the post from the Director of Education, Education Department, (TAS), Taberner House, Park Lane, Croydon CR9 1TP. Forms to be returned by Friday, November 14, 1975.

PRIMARY
Scale 2 Posts continued

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION

THE GROVE J.M. SCHOOL
Dark Lane, Harpenden, AL5 1QB
(Group 6)

MASTER required January, or as soon after as possible for third-year Juniors, with responsibility for co-ordinating MATHEMATICS teaching throughout the school, and to help to assist with Physical Education and Games.

Apply to the Head with full particulars and naming two referees.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
[illegible] JUNIOR SCHOOL
Bancroft Street, Cleethorpes
Required for 1st January, 1976: Experienced CLASS TEACHER required for Upper Junior class. Scale 2 post offered for help with [illegible].

Application forms, obtainable from the Divisional Education Office, Eleanor Street, Grimsby, [illegible], should be returned to the Head Teacher at the school within 10 days of the appearance of this advertisement.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
[illegible] INFANTS' SCHOOL
[illegible] Road, Immingham
Required for January, 1976: TWO TEACHERS for Infants. Scale 2 posts are available for suitably experienced applicants. Please state special interests. Social Priority School Allowance.

Application forms, obtainable from the Divisional Education Office, Eleanor Street, Grimsby, [illegible], should be returned to the Head Teacher at the school within 10 days of the appearance of this advertisement.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
OLD CLEE FIRST SCHOOL
[illegible] Avenue, Grimsby
Required for January, 1976: TEACHER for 5-8 year age range. Scale 2 post available for suitably qualified and experienced applicant.

Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby, should be returned to the Head Teacher at the school within 10 days of this advertisement.

County of Cleveland
CLEVELAND EDUCATION COMMITTEE

PRIMARY TEACHING APPOINTMENTS

SCALE POSTS

BILLINGHAM C.E. JUNIOR SCHOOL. Clifton Avenue, Billingham, Cleveland TS22 5BX

SCALE 2 POST. Required for January, 1976, or as soon as possible, a suitably qualified and experienced teacher to be responsible for the whole range of LANGUAGE DEVELOPMENT within this cooperative teaching school which was opened five years ago.

GRANGETOWN PRIMARY SCHOOL, Pochin Road, Grangetown, Middlesbrough, Cleveland TS6 7AT

SCALE 2 POST. Required as soon as possible a suitably qualified and experienced infant teacher to lead a team of three in this Group 6 primary school. Musical ability would be an advantage. The school has been designated as serving an area of social priority.

Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation may be available if required.

Application may be made by letter or on application forms obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement.

THE CITY OF Birmingham
EDUCATION DEPARTMENT

PRIMARY SCHOOLS

SCALE 2 POSTS & ABOVE

[illegible] ham B3 3BU and return your applications to the Head Teacher.

ORSTONE JUNIOR SCHOOL
Ordstone Avenue, Birmingham B26 1ND
Scale 2 or 3 LANGUAGE DEVELOPMENT or other area of responsibility to be arranged.

LOZELLS J.I. SCHOOL
Wheeler Street, Birmingham B19 2EJ
Required, January, 1976: Scale 2. INFANT in a vertically grouped department. Reading and other areas to be arranged.

SHIRESTONE J.I. SCHOOL
Shirestone Road, Birmingham B33 0OH
Scale 3. Well experienced teacher for Junior Department, offering MUSIC AND/OR FRENCH AND/OR P.E. GAMES.

SPRINGFIELD JUNIOR SCHOOL
Springfield Road, Birmingham B13 9NY
Scale 2 (or 3 for suitable applicant). Area of responsibility to be decided. S.P.A. Allowance payable.

TOWN MIDDLE SCHOOL
Trinity Hill, Sutton Coldfield, B72 1TA
Scale 3. HEAD OF ENGLISH DEPARTMENT. Co-ordinator of Lower School.

ST. LAURENCE C.E. JUNIOR SCHOOL
Bunbury Road, Northfield, Birmingham B31 2DJ
Scale 3. HEAD OF DEPARTMENT, MATHS AND SCIENCE. Vacancy for enthusiastic teacher to supervise and develop well-established department. Vacancy due to promotion of previous head. Applications to The Chairman of Managers, c/o the Head Teacher at the school.

There is a scheme for assistance with removal expenses. (V19257)

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
Applications are invited from qualified TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full Infant and Junior age range and are county schools.

Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

GRAVESHAM DIVISION

ST. BOTOLPH'S C.E. PRIMARY SCHOOL
The Hill, Northfleet
(Roll 292)
Required, TEACHER for January or as soon thereafter as possible, for fourth year Juniors. Scale 2 post.

RIVERVIEW COUNTY INFANTS' SCHOOL
Cimba Road, Gravesend
(Roll 311)
Experienced TEACHER required for January, 1976. Scale 2 post available.

MEDWAY DIVISION

CHATHAM—HORSTED C.P. INFANTS' SCHOOL
Barberry Avenue
MISTRESS for Infants required from January, 1976.
Scale 2 post available. Please state special interests.
Applications to be submitted to the Headmistress.

ROCHESTER—CLAVIE AVENUE C.P. JUNIOR SCHOOL
[illegible] Avenue, Strood
TEACHER to direct Boys' Games, 1976. Ability to offer Maths an advantage but not essential.
Scale 2 post available for suitable candidate.

CHATHAM—SWINGATE C.P. SCHOOL
Sultan Road, Lordswood
TEACHER required for January, 1976, to work with five and six year olds. Modern open-plan building, working child centred integrated pattern of study.
Scale 2 post for suitable applicant.
Please apply to the Headmaster.

CHATHAM—[illegible] C.P. JUNIOR SCHOOL
Luton Road
TEACHER required for second year Junior class from January, 1976. Scale 2 post available for responsibility for Audio Visual Aids.

GILLINGHAM DIVISION

FORGE LANE C.P. INFANT SCHOOL
Gillingham, Kent
Required for January ASSISTANT TEACHER—Scale 2 post available to teacher with a special interest in the development of MATHEMATICS throughout the school.

Application forms available from the Headmistress, Forge Lane Infant School, Forge Lane, Gillingham, Kent, to whom they should be returned.

FAIR VIEW C.P. INFANT SCHOOL
Required [illegible] January, Nursery trained [illegible] (Scale 2). Modern [illegible] School in attractive surroundings.

Application forms available from the Headmistress, Fair View C.P. Infant School, Wigmore, Gillingham, Kent, to whom they should be returned.

MAIDSTONE DIVISION

LENHAM C.P. SCHOOL
Near Maidstone
TEACHER-in-CHARGE (Scale 2) of REMEDIAL UNIT attached to the school which provides remedial help for children in primary schools in the Lenham Area.

WEST MALLING—STONE PARK R.C. PRIMARY SCHOOL
TEACHER for Upper Juniors (Scale 2) to be responsible for GIRLS' PHYSICAL EDUCATION and GAMES. Practising Catholic required.

LINTON C.P. SCHOOL
[illegible], near Maidstone
Experienced TEACHER (Scale 2) to assume responsibility for the infant department. Music an advantage. Modern premises.

LEYBOURNE C.E. (AIDED) PRIMARY SCHOOL
Near Maidstone
TEACHER for Lower Juniors. Scale 2 for experienced teacher. Small school.

SUTTON VALENCE C.P. School
Near Maidstone
TEACHER for Juniors with particular interest in [illegible]. Scale 2 available.

ASHFORD DIVISION

ASHFORD—BEAVER GREEN Junior School
TEACHER for Upper Juniors Scale 2 post available for suitable applicant.

LEICESTERSHIRE
ST. EDWARD'S C.E. Controlled PRIMARY SCHOOL
The Coverdale, Castle Donington
Derbys, DE7 2HH

Required January TEACHER interested in Music, Mathematics and possibly Boys' Games. Scale 2.

GILMORTON CHANDLER C.E. PRIMARY SCHOOL
Gilmorton, Lutterworth, Leics.
TEACHER required January or April, to be responsible for the organisation of a new open-plan Infant unit. Infant preferred. Scale 2.

ABBEY PRIMARY SCHOOL
Abbey Park Street, Leicester
Experienced TEACHER for January or April, for class of five to seven-year-old vertically-grouped children and to undertake responsibility for the development of number work throughout the Infant Department.
Scale 2 or 3 for suitable applicant plus S.P.S. allowance.

WOODSTOCK COUNTY JUNIOR SCHOOL
Hallam Avenue, Leicester
[illegible]
For January: third-year Junior TEACHER responsible for Environmental Studies. Scale 2.

SHENTON PRIMARY SCHOOL
Dunlin Road
Off Humberstone Road, Leicester
Junior TEACHER required January or April for MUSIC and/or MATHEMATICS. Scale 2 with possibility of Scale 3.
Apply (no forms) with full particulars and the names and addresses of two referees to the Head, from whom further details can be obtained.

LINCOLNSHIRE
EDUCATION COMMITTEE
ASSISTANT TEACHER
SKEGNESS COUNTY INFANTS' SCHOOL
Cavendish Road, Skegness, Lincolnshire PE25 2QX
(Group 6: number on roll 291)
Scale 2.
Experienced TEACHER required for January, 1976. Scale 2 post available for suitable applicant.
Application forms from and to be returned to the Headmistress as soon as possible.

NEWHAM
(London Borough of)
KENSINGTON JUNIOR MIXED AND INFANT SCHOOL
Kensington Avenue, London E12 6NN
(561 plus on roll)
Required January, 1976:
Experienced Infant TEACHER Scale 2, responsible for Curriculum Development in the infant department. An interest in Junior girls' games and an ability to play the piano would be helpful.
Burnham Scales.
Plus London Allowance £351.
Plus Social Priority Allowance £201 or £276.
Application forms can be obtained from the undersigned and should be returned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

NEWHAM
(London Borough of)
PORTWAY JUNIOR SCHOOL
Stratford Road, London E13 0JW
(387 on Roll)
Required January, 1976:
TEACHER to be responsible for MUSIC, Scale 2.
The school already has a large number of children playing recorders and an orchestra and choir have been formed recently.
Burnham Scale, plus London Allowance £351.
[illegible]
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

NEWHAM
(London Borough of)
WEST HAM CHURCH J.M. & I. SCHOOL
Portway, London E15 3PU
(200 on Roll)
Required January, 1976:
Infant TEACHER willing to assist with Girls' Games. Scale 2 post available for suitable candidate.
Burnham Scales, plus London Allowance, £351.
Application forms are available from the undersigned and should be returned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

OXFORDSHIRE
WATLINGTON PRIMARY SCHOOL
(Roll 270)
Cornwell, Watlington, Oxon.
Required for January, 1976, or as soon as possible thereafter, an experienced JUNIOR TEACHER committed to an education based on teaching the basic skills and a lively interest in environmental work. Scale 2 post.
Application forms can be obtained from and should be returned to the Headteacher. Stamped addressed envelope, please.

REDBRIDGE
(London Borough of)
ADVISORY TEACHER FOR PRIMARY EDUCATION
Applications are invited for this post which is mainly but not solely concerned with the education of infant and nursery children. The appointment will date from 20th April, 1976.

Salary is on Burnham Scale 5. A casual car user allowance is available.

The London Borough of Redbridge is a pleasant residential area in north-east London, with easy access to the West End and the Essex countryside. Help will be given in finding accommodation, with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London allowance payable.

Application forms available from and returnable to J. E. Fordham, B.A., Chief Education Officer, Education Offices, P.O. Box No. 11, 255-257 High Road, Ilford, Essex, by 14th November, 1975.

REDBRIDGE
(London Borough of)
The London Borough of Redbridge is a pleasant residential area in north-east London, with easy access to the West End and the Essex countryside. Help will be given in finding accommodation, with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable.

[illegible] PRIMARY SCHOOL, Harewood Drive, Clayhall, Ilford [illegible]
Head: [illegible]
Required from January or Easter 1976, an experienced and imaginative TEACHER Scale 2 to be responsible for either of these areas of the primary curriculum:
LANGUAGE Development throughout the school or
Leading a lively approach to mathematics in the junior department by organising resources and sharing in curriculum planning.
GORDON INFANTS' School, Golfe Road, Ilford IG1 1SU
Head: Mrs. D. A. Shaw
This is a semi open plan new building. An ASSISTANT TEACHER Scale 2 to be responsible for MUSIC is required for January 1976 or as soon as possible thereafter.
Application forms obtainable from and returnable to J. E. Fordham, B.A., Chief Education Officer, Education Offices, P.O. Box No. 11, 255-257 High Road, Ilford IG1 1NN by 14th November, 1975.

REDBRIDGE
(London Borough of)
See Primary Scale 1.

RICHMOND UPON THAMES
(London Borough of)
ORLEANS INFANTS' SCHOOL, Hartington Road, Twickenham, Middlesex, TW1 3EN

Required for January, 1976, ASSISTANT TEACHER, Scale 2. Interest and ability to take active part in music throughout the school necessary as well as an interest in working in the reception area.

Forms from D. Naismith, Director of Education, Education Department, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmistress at the school by 10th November.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
HARLEY [illegible] INFANT SCHOOL
Required for April, 1976:
Experienced class TEACHER—Scale 2 (re-advertisement) to take charge of the school museum and to be responsible for display. Ability to play the piano an advantage but not essential.
Closing date: 28th November, 1975.
Application forms available from the Principal Recruitment Officer (Education), Room 7, Top Floor, Municipal Offices, Howard Street, Rotherham. Tel: Rotherham 2121 Ext. 3367.
B. W. Ellis, Director of Personnel Resources.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
MALTBY CRAGS JUNIOR SCHOOL
Required for April, 1976:
TEACHER—Scale 2. With experience of teaching throughout the 7-11 age range is required to initially take charge of a fourth year Junior class. An ability to develop both choral and instrumental work is essential, with experience in the teaching of brass wind instruments an advantage.
Closing date: 28th November, 1975.
Application forms available from the Principal Recruitment Officer (Education), Room 7, Top Floor, Municipal Offices, Howard Street, Rotherham. Tel.: Rotherham 2121, Ext. 3367.
B. W. Ellis, Director of Personnel Resources.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
RAWMARSH MONKWOOD INFANT SCHOOL
Required for April, 1976
TEACHER—Scale 2
For ART, DISPLAY and DRAMA and to be responsible for the museum in school. Ability to play the piano desirable but not essential.
Closing date: 28th November, 1975.
Application forms available from the Principal Recruitment Officer (Education), Room 7, Top Floor, Municipal Offices, Howard Street, Rotherham. Tel.: Rotherham 2121 Ext. 3367.
B. W. Ellis, Director of Personnel Resources.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
SOUTH ELMSALL WESTFIELD LANE FIRST SCHOOL
(5 to 9)
Required for January 1976 or as soon as possible thereafter, a Class TEACHER—Scale 2 with responsibility for MATHEMATICS throughout the school.
Application forms and further details from the Area Education Office, Trend House, Northgate, Wakefield.

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

Applications are invited for the post of teacher at the following schools in the county. Unless otherwise stated application forms and further details may be obtained from the Head of the school, to whom completed forms should be returned.

Schools in the eastern and northern area of the county have been reorganised into First (five to eight), Middle (eight to 12) and Combined (five to 12) schools.

Required for January, 1976.

CENTRAL AREA

JUNIOR

SOUTHAM
(200 on roll)
St. James Road, Southam, Leamington Spa, CV33 0LY
TEACHER for upper Juniors. Ability to teach swimming and organise this activity throughout the school an advantage. Scale 2 available.

EASTERN AREA

FIRST

BOUGHTON-LEIGH COUNTY
(250 on roll)
Wetherell Way, Brownsover, Rugby
ASSISTANT MISTRESS for new plan school. An interest in integrated day essential, ability to assist with music an advantage. Scale 2 available.

MIDDLE

NEWBOLD AVON COUNTY
(360 on roll)
Newbold-on-Avon, Rugby
TEACHER to be responsible for MUSIC throughout the school. Scale 2 available.

NORTHERN AREA

JUNIOR

COLESHILL, PARK HILL C.E.
(237 on roll)
Wingfield Road, Coleshill
Scale 2 post for first year Junior Co-ordinator. Please state subject interests.

MIDDLE

KINGSBURY
(463 on roll)
Bromage Avenue, Kingsbury
Experienced TEACHER. SCIENCE essential, also able to teach general subjects. Scale 2 available.

SOUTHERN AREA

JUNIOR and INFANT

BIDFORD, BROOM
(251 on roll)
Bervon Road, Stratford on Avon CV37 7[illegible]
For Infants/Lower Juniors.

[illegible] C.E.
(125 on roll)
[illegible] Crampton, Leamington Spa CV33 9NH
For Reception.

WILMCOTE C.E.
(Aided)
(115 on roll)
Church Road, Wilmcote, Stratford-upon-Avon CV37 9XS
Experienced TEACHER for Lower Juniors. Application forms for this post should be obtained from, and returned to, Canon A. B. [illegible], The Vicarage, Wilmcote, Stratford-upon-Avon.

JUNIOR

BIDDLEY C.E.
(115 on roll)
New Road, Studley B80 7[illegible]
MASTER for Upper Juniors to assist with Boys' Games. Scale 2 available.
M. L. Ridger, County Education Officer.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
STOW HEATH JUNIOR SCHOOL
Required for Easter, 1976—Scale 3 UPPER SCHOOL COORDINATOR / TEAM LEADER.
Application forms and further details available from Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4BH, to whom they should be returned within 16 days of this advertisement (stamped addressed envelope please).

Scale 1 Posts

AVON COUNTY
CHAUNDLER ROAD C.P. SCHOOL
Filton, Bristol BS12 7DA
Required for January, ASSISTANT TEACHER for Infants' Department. Scale 1 post.
Application by letter to the Headmaster with full details of qualifications, experience and names of two referees.

BERKSHIRE
WOKINGHAM DISTRICT
WHITEKNIGHTS PRIMARY SCHOOL
(Staff Lists)
Earley, Reading
Required for January, 1976: Qualified ASSISTANT TEACHER to work in Infant Department. The school has 300 children, approximately 100 of which are infants. Closing date: 12 November, 1975.
Application forms from and to be returned to Wokingham District Education Office, [illegible] Road, Wokingham.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
[illegible] COUNTY COMBINED SCHOOL
Bullow Hall, Milton Keynes
TEACHER required for class of seven to eight-year-olds. Scale 1 post. Bullow Hall is situated within the designated area of the new city of Milton Keynes. The Development Corporation is making a limited number of houses available to teachers appointed to posts within the designated area. Subject to the County Council's regulations, removal expenses to a maximum of £200 and board and lodging allowances will be payable.
Application forms can be obtained from Mr. D. C. Roberts, Divisional Education Officer, Wolverton House, Wolverton, Milton Keynes MK12 5NY (please enclose a stamped addressed foolscap envelope).

CAMBRIDGESHIRE
CAMBRIDGE AREA
MILTON ROAD JUNIOR SCHOOL
Cambridge
A TEACHER committed to the integrated approach in education is required for a second year class of Juniors. Scale 1.
Application forms from the Senior Area Education Officer, Shire Hall, Cambridge, CB3 0AP (stamped addressed envelope, please) to whom they should be returned as soon as possible.

DEVON
AXMINSTER COUNTY PRIMARY SCHOOL
(Roll, 260)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for GENERAL SUBJECTS. Versatile teacher required for a first-year junior class. Post for one term in first instance. Scale 1 post.
The successful applicant will be expected to take up the appointment in January, 1976, or as soon as possible thereafter.
Application forms (stamped addressed envelope, please) from Headmaster, Axminster County Primary School, Stoney Lane, Axminster, Devon, returnable by November 14, 1975.

DEVON
BOW COUNTY PRIMARY SCHOOL
(Roll, 102)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for transition class Infants and MUSIC throughout the school. A good range of percussion instruments, both tuned and untuned, is available. It is expected that full use will be made of these in the classroom situation.
Scale 1 post.
The successful applicant will be expected to take up the appointment in January, 1976.
Application forms (stamped addressed envelope, please) from Headmaster, Bow Primary School, Bow, Crediton EX17 6HS, returnable by November 14, 1975.

DEVON
EAST BUDLEIGH, DRAKES PRIMARY SCHOOL
(Roll, 70)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for GENERAL SUBJECTS with older Juniors. Special interest in ART and CRAFT essential. An interest in modern languages an advantage. Vacancy due to promotion.
Scale 1 post.
The successful applicant will be expected to take up the appointment in January, 1976 or as soon as possible thereafter.
Application forms (stamped addressed envelope, please) from Head Teacher, Drake's Primary School, East Budleigh, Budleigh Salterton.
Returnable by November 1[illegible], 1975.

EALING
(London Borough)
EDUCATION SERVICE
DORMERS MANOR FIRST SCHOOL
Dormers Crescent, Allenby Road, Southall, Middlesex
Required January, 1976, an experienced part-time ASSISTANT TEACHER for four sessions per week. Ability to play the piano an advantage.
Further details and application forms available from the Headmistress at the school (tel.: 01-[illegible]). To be returned as soon as possible.
DORMERS PARK FIRST SCHOOL
DORMERS PARK MIDDLE SCHOOL
King George's Drive, Southall, Middlesex
The above new schools, due to open in January, 1976, will draw pupils from an area which is multi-racial but mainly Asian in character who will be learning English as a second language or adjusting to a second culture.
Applications are invited for Scale 1 and 2 posts from TEACHERS with qualifications, training and or experience in this field of education.
£351 London Allowance payable.
Application forms (stamped addressed envelope) are obtainable from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, W5 5SU, to be returned by 14 November, 1975.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.

EAST SUSSEX
COUNTY COUNCIL
SANDOWN PRIMARY School
The Ridge, Hastings
Headmaster, Mr. H. W. Wright
Required in January, 1976, a TEACHER for Infants. Scale 1 post available for experienced candidate.
Application forms and further details from the Area Education Officer, 29 Wellington Square, Hastings, East Sussex, to whom completed forms should be returned by Monday, 15th November, 1975.

EAST SUSSEX
(Lewes Area)
[illegible] C.E. INFANTS' SCHOOL
Lewes
Required from the beginning of the Summer Term, 1976, ASSISTANT MISTRESS, Scale 1, to take Nursery/Reception Infants.
A generous scheme of relocation grants is available in approved cases.
Application forms obtainable from [illegible] the Area Education Officer, [illegible] Crescent, Lewes (enclosing stamped addressed envelope) telephone number Lewes [illegible], to whom completed forms should be returned.

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following posts:—
NEWTON FARM FIRST AND MIDDLE SCHOOL
Ravenswood Crescent, South Harrow, Middlesex
Tel. No. 01-864 [illegible]
Required for January, 1976, TEACHER for First School Group. Five to seven-year-olds. Open Plan School. Opened September, 1973. Integrated day scheme in operation.
Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender), lodging allowance of up to £[illegible] per week and up to £[illegible] towards Legal and Estate Agent fees may be payable.
Application forms from and to be returned to the Head of the School by 10th November, 1975.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION

HOLY TRINITY C.E. (AIDED) J.M.I. School
Vicarage Field
Trinity [illegible] Street
Waltham Cross
(Group 5)

Temporary ASSISTANT TEACHER required January, 1976, to be a Musician if possible, to be in charge of Reception Class for Spring Term 1976, but possibility of a subsequent permanent appointment.
Application forms from and returnable to the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTFORDSHIRE DIVISION

SAINT PAUL'S R.C. J.M.I. SCHOOL
Park Lane, Cheshunt, Waltham Cross

TEACHER required January, 1976. Practising Catholic essential. Scale 1 plus London Fringe Payment of £117 p.a. Details and application form from Headmaster, telephone: Waltham Cross 20560.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
HUMBERSTONE JUNIOR SCHOOL
St. Thomas Close, Humberston
Required for 1st January, 1976 TEACHER to take charge initially of a second year junior class.
Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby should be returned to the Head Teacher at the school within 10 days of this advertisement.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BARNETBY C.E. PRIMARY SCHOOL
Barnetby, South Humberside
Headmaster, D. R. [illegible]
Number on Roll: 173
Required for January, 1976, TEACHER for SECOND YEAR JUNIORS.
Scale 1.
Application forms, obtainable from the Divisional Education Office, Civic Centre, Scunthorpe, should be returned to the Headmaster as soon as possible.

PRIMARY
Scale 1 Posts continued

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
[illegible]-ON-STATHER COUNTY PRIMARY SCHOOL
[illegible]-on-Stather, Nr. Scunthorpe
Headmaster: D. M. North
(No on roll: 2[illegible])
Required for January, 1976, or as soon as possible thereafter, TEACHER for LOWER JUNIORS. Ability in MUSIC an advantage, to help with suitably qualified and [illegible] experienced applicant.
Application forms, obtainable from the Divisional Education Office, Civic Centre, Scunthorpe, should be returned to the Headmaster by 22nd November, 1975.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
Applications are invited from qualified TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full Infant and Junior age range and are County schools.
Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise shown. General applications should be submitted to the Divisional Education Officers.

GRAVESHAM DIVISION

WESTCOURT COUNTY PRIMARY (JUNIOR) SCHOOL
Silver Road, Gravesend
(Roll 297)
TEACHER required for January, 1976, with an interest in teaching reading.

MEDWAY DIVISION

CHATHAM, OAKLANDS C.P. INFANTS' SCHOOL
Weedswood Road
TEACHER required January, 1976. Please state special interests.
Applications forms to be submitted to the Headmistress.
CHATHAM, ALLENCOURT C.P. INFANTS' SCHOOL
[illegible] Road
TEACHER required from January, 1976. Social Priority schools allowance payable.
GILLINGHAM, NEW ROAD C.P. SCHOOL
[illegible] Street
TEACHER required for Top Infants/First Year Juniors on a full time temporary basis for the Spring Term 1976 initially. Social Priority Schools allowance payable.

CANTERBURY DIVISION

[illegible] COUNTY PRIMARY SCHOOL
Required for January, 1976, ASSISTANT TEACHER for Upper Juniors, to take NEEDLEWORK in Junior Department, and also with interest in GIRLS' GAMES.

DOVER DIVISION

SHEPHERDSWELL C.E. PRIMARY SCHOOL
Shepherdswell, Dover
TEACHER for a class of Upper Infant/Lower Junior age children required January, 1976. Physical Education, interest and ability in Physical Education and games an additional recommendation.

THANET DIVISION

[illegible], NORTHDOWN COUNTY PRIMARY SCHOOL
Roll 513
ASSISTANT TEACHER required for Middle Juniors. Scale 1 post.
Applications with names and addresses of two referees to the Head.

MAIDSTONE DIVISION

[illegible] GREEN C.P. INFANTS SCHOOL
Tonbridge
ASSISTANT for new Tutorial Unit, the unit opens in January and caters for children in the 5 to 9 age group. Special Schools Allowance. Experience in E.S.N. or remedial education preferred but not essential. Interest in Art and Craft an advantage.
Applications to the Head Teacher.
WEST MALLING C.E. PRIMARY SCHOOL
Tutorial Unit
For January. Experienced Infants' teacher interested in remedial work, and who can offer music.
Special School Allowance.
[illegible] C.P. SCHOOL
[illegible], Near Maidstone
TEACHER for Infants/Lower Juniors for January.
Please state special interests. Modern premises.

TUNBRIDGE WELLS DIVISION

SHERWOOD PARK C.P. INFANTS SCHOOL
[illegible] Road, Tunbridge Wells
For January, 1976, MISTRESS.
Application forms (stamped addressed envelope) from and to the Headmistress.
GOUDHURST C.E. (CONTROLLED) J.M. and I.
Goudhurst, Cranbrook
January, 1976:
1st MISTRESS for Infants.
2nd MASTER or MISTRESS for First Year Juniors. School house available.
Application forms (stamped addressed envelope) from and to the Headmaster.

SHEPWAY DIVISION

LYDD COUNTY PRIMARY JUNIOR SCHOOL
Skinner Road, Lydd, Romney Marsh, Kent
Present roll 304
ASSISTANT TEACHER, man or woman, required for Lower Juniors. January, 1976.
Scale 1 post.

LINCOLNSHIRE
PRIMARY SCHOOL VACANCIES
GRANTHAM, EARLSFIELD COUNTY
(Roll 512)
TEACHER for reception class.
SLEAFORD R.C. (AIDED)
(Number on roll 88)
TEACHER for nursery unit. (Unit for [illegible] pupils.)
Application forms obtainable from the Divisional Education Officer, County Offices, Sleaford, Lincs (stamped addressed foolscap envelope).
[illegible], MILLFIELD COUNTY PRIMARY SCHOOL
(Number on roll 337)
ASSISTANT TEACHER.
Burnham Scale 1, £2,253 to £3,714.
Required from April, 1976, TEACHER for Top Juniors, preferably with experience of BOYS' HANDICRAFTS.
Application forms from Mr. J. P. Harris, 22 Park Lane, Heighington, Lincoln, on receipt of stamped addressed envelope.
SAXILBY C. OF E. PRIMARY SCHOOL
(Number on roll 3[illegible])
ASSISTANT TEACHER.
Burnham Scale 1, £2,253 to £3,714.
Required for January, 1976, class TEACHER for junior children aged eight or nine.
Application forms available from the Headmaster at the school, Saxilby, Lincoln, on receipt of stamped addressed envelope.

LONDON, N1 6JG
ST. JOHN THE BAPTIST C.E. J.M. AND I. PRIMARY SCHOOL
Crondall Street, N.1
Tel. 01-739 [illegible]
(Headmaster)
Required as soon as possible, experienced TEACHER of Juniors for two days a week.
Near Old Street tube station.

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced TEACHERS for the following posts:—
YORK AREA
[illegible] COUNTY JUNIOR SCHOOL
Required for January, 1976. Scale 1 TEACHER for Second Year Junior Class.
[illegible] COUNTY PRIMARY SCHOOL
Near York
Required for January, 1976. Scale 1 TEACHER for Upper Juniors with an interest in Netball, Movement and Dance.
Application forms (stamped addressed envelope, please) from the Area Education Officer, Dept. A, 18 Piccadilly, York YO1 1PW, to whom they should be returned within 12 days of the appearance of this advertisement.

OXFORDSHIRE
HARWELL COUNTY PRIMARY SCHOOL
(Roll 200)
Orchard Way, Harwell, Oxon.
OX11 0LH
Experienced ASSISTANT required for full-time top junior post, from January, 1976.
Details and application forms from Head Teacher. Stamped addressed envelope, please.

OXFORDSHIRE
NORTH LEIGH (C.E. Controlled) PRIMARY SCHOOL
North Leigh, near Witney, Oxon
(Roll 27[illegible])
Required for January: Experienced TEACHER for Lower Infants. Temporary appointment for two terms, but probable permanent post in September.
Application forms from the Headmaster (stamped addressed envelope, please).

OXFORDSHIRE
FINMERE C.E. (CONTROLLED) SCHOOL
(Roll 56)
Finmere, Buckingham
Required for January, enthusiastic and committed TEACHER for small lower junior class, age seven to nine years. Music an advantage. This is a temporary appointment for two terms with possibility of permanency.
Apply by letter to the Headmaster (Mr. Chester) for further details (stamped addressed envelope, please) or telephone Finmere 459.

REDBRIDGE
(London Borough of)
Vacancies exist for Infant and Junior TEACHERS in January, 1976. These are for both experienced and first appointment teachers.
The London Borough of Redbridge is a pleasant residential area in north-east London, with easy access to the West End and the Essex countryside. Help will be given in finding accommodation, with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable.
Application forms obtainable from and returnable to J. E. Fordham, B.A., Chief Education Officer, Education Offices, P.O. Box No. 11, 255/257 High Road, Ilford.

SUTTON
(London Borough of)
Teaching staff vacancies in primary school
ROBIN HOOD JUNIOR SCHOOL
Thorncroft Road, Sutton SM1 1RL
TEACHER required for second-year junior class of mixed ability. MUSIC an advantage although not essential.
Applications to the Headmaster, Mr. J. Evans (tel. 642 [illegible]), in the first instance.

SUTTON
SUTTON HIGH SCHOOL FOR GIRLS
(GPDST)
55 Cheam Road, Sutton, Surrey
Required for January, 1976, a qualified TEACHER (part-time) for five to seven-year-olds; willingness to share general duties and a special interest in Number desirable.
Applications by personal letter to the Headmistress as soon as possible, together with testimonials.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. ANTONY'S R.C. PRIMARY SCHOOL
(97 Mixed)
Eleventh Street, Trafford Park, Manchester M17 1JF
Tel.: 061-872 3807
ASSISTANT FOR JUNIORS
Required January, 1976 (mixed age group, 7 plus to 11 plus). Modern approach to primary education and some musical ability preferred.
S.P.A. given.
Application forms obtainable from the Borough Education Officer, Town Hall, Sale, Cheshire M33 1ZF, to be returned as soon as possible to Very Rev. Canon D. Greenwood, St. Antony's Presbytery, Eleventh Street, Trafford Park, Manchester M17 1JF.

WEST SUSSEX
(WESTERN AREA)
SIDLESHAM COUNTY FIRST SCHOOL
(5-10-year-olds)
School Lane, Sidlesham, Midhurst
Experienced Infant TEACHER required for January, 1976, for reception and second year children. A welfare assistant is employed to assist with the special needs of a handicapped child presently in this class.
Application forms from the Headmaster at the school on receipt of self-addressed envelope. Removal and resettlement expenses payable in approved cases.

WEST SUSSEX
(WESTERN AREA)
NYEWOOD C.E. JUNIOR SCHOOL
Brent Road, Aldwick Drive, Bognor Regis, Sussex
ASSISTANT TEACHER required for January, for third year juniors, new well equipped school. Removal and resettlement expenses paid in approved cases.
Apply in writing to the Headmaster of the school.

Middle School Education

Headships

DEVON
HEAVITREE C. of E. (Aided) MIDDLE SCHOOL
Exeter
(Roll 201)
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER (Group 4), £3,794 to £5,378 per annum, of the above Middle School, a two-form entry Middle School for pupils aged eight to 12 years. It is hoped that the successful applicant will be an enthusiast with a clear understanding of the educational needs of children within this age group. The Managers seek to appoint a regular communicant member of the Church of England.

The successful applicant will be expected to take up the appointment on 27th April 1976.

Application forms (stamped addressed envelope, please) from Area Education Officer, East Devon Area Office, Morwenstow, 7 Barnfield Crescent, Exeter EX1 1RF, returnable by 10th November 1975.

DEVON
STOKE HILL MIDDLE SCHOOL
Exeter
(Roll: 410)
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER, Group 6 (£5,[illegible]-£6,[illegible] per annum) of the above Middle School catering for boys and girls aged 8-12 years. The school is accommodated in postwar buildings and extensions are being erected with the needs of the Middle School especially in mind. The vacancy occurs as the result of the retirement of the present Headmaster.

The successful applicant will be expected to take up the appointment on April 27, 1976.

Application forms (stamped addressed envelope, please) from Area Education Officer, East Devon Area Office, "Morwenstow," 7 Barnfield Crescent, Exeter EX1 1RF.

Returnable by November 10, 1975.

Deputy Headships Senior Masters/ Mistresses

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
WIDEOPEN MIDDLE SCHOOL
Wideopen, Newcastle upon Tyne NE13 6NB
Headteacher: Mr. J. R. Wake
Required as soon as possible:
SECOND MISTRESS. Salary scale, Deputy Head Group 7. Please state subjects available.
Application forms are available on receipt of stamped addressed envelope from the Director of Education, The Chase, North Shields, and should be returned to the Headteacher as soon as possible.

NORTHUMBERLAND
COUNTY COUNCIL
HEXHAM ST. JOSEPH'S R.C. MIDDLE SCHOOL
Group 4
DEPUTY HEADTEACHER
Required for September, 1976.
Applicants must be suitably qualified and Roman Catholic. A special subject will be an advantage and an ability to help in the general organisation of the school is expected.
St. Joseph's is a purpose-built, two-form entry school, which will ultimately cater for 300 children in the nine to 13 age group.
Application forms, returnable by 14th November, obtainable by sending a self-addressed envelope to the Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne. Forms should be returned to the Rev. Father J. P. [illegible], St. Mary's Presbytery, Hexham, Northumberland.

By Subject Classification

Modern Languages

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
NEWNHAM MIDDLE SCHOOL
Balmoral Avenue, Bedford
Headmaster, T. W. Hall, D.A.E.S., A.C.P.
Required for January, if possible, enthusiastic and experienced FRENCH TEACHER with the ability to organise and develop this subject throughout the school.
Experience in the use of the En Avant course would be an advantage. Some General Subjects teaching might be needed. Scale 2 post.
Application forms available (stamped addressed envelope) from the Headmaster.

Physical Education

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
WOODLAND SCHOOL
[illegible], Flitwick MK45 1HP
Required for January, 1976, or as soon as possible thereafter, woman TEACHER of PHYSICAL EDUCATION with some General Subjects at this purpose-built Middle School. Fully equipped gymnasium. Number on roll 420. 10 to 13+ pupils. Scale 1.
Application forms and further particulars from the Headmaster at the school. Telephone Flitwick 3700.

Science

Other Posts on Scale 2 and above

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post:—
PINNER PARK MIDDLE SCHOOL
Headstone Lane, Harrow
Middlesex HA2 6ET
Tel. No.: 01-863 1239
From January, 1976, experienced CLASS TEACHER with modern approach, including SCIENCE. Teaching experience of boys' games an advantage. Candidates seeking their first teaching appointment will also be considered. Scale 2 post available for suitably qualified and experienced candidate.
Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender), lodging allowance of up to £[illegible] per week and up to £500 towards legal and estate agent fees may be payable.
Application forms from and to be returned to the Head of the School by 10th November, 1975.

Other than by Subject Classification

Other Posts on Scale 2 and above

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
BUTLERS COURT COUNTY MIDDLE SCHOOL
Wattleton Road, Beaconsfield, HP9 1RW
Head: Mr. B. J. Vincent
Number on roll: 360
Required for January, a TEACHER to take class of 12-year-olds. Scale 2 post available for suitable applicant. London area fringe allowance of £117 per annum in addition to Burnham salary. Removal expenses up to £100 payable in approved cases.
Apply to the Head of the school for application form and further details. Telephone: Beaconsfield 5[illegible].

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
GREAT COATES MIDDLE SCHOOL
[illegible] Road, Grimsby
Required for 1st January, 1976:— CLASS TEACHER preferably with an interest in NEEDLEWORK. Scale 2 available for suitably experienced teacher.

SUFFOLK
COUNTY COUNCIL
SCALTBACK MIDDLE SCHOOL
Newmarket
(nine to 13, mixed comprehensive)
Required for Easter, 1976, or earlier, THIRD-YEAR TUTOR and MATHEMATICS CO-ORDINATOR (Scale 3), to be responsible for the pastoral care and academic progress of 130 children aged 11 to 12, and for organising the teaching of Mathematics throughout this purpose-built school.
Further details and application forms obtainable (stamped addressed envelope, please) from the Headmaster, Scaltback Middle School, Elizabeth Avenue, Newmarket, Suffolk CB8 0DJ. Tel.: 0638 [illegible].

Scale 1 Posts

HEREFORD AND WORCESTER
EDUCATION COMMITTEE
HAGLEY MIDDLE SCHOOL
Park Road, Hagley, Stourbridge
Worcs. DY9 0NS
A vacancy exists for an experienced class TEACHER from January, 1976.
It is hoped that this post will be filled by a teacher willing and competent to give a lead in all aspects of language development. A Scale 2 post may be available.
Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

HEREFORD AND WORCESTER
EDUCATION COMMITTEE
RUBERY, GANNOW MIDDLE SCHOOL
Gunner Lane, Rubery, Rednal, Birmingham B45 9[illegible]
MASTER/MISTRESS, member of 2 man team, required for GENERAL SUBJECTS, Music essential. Scale 2 post available for suitable applicant.
Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
THOMAS BOURNE CHURCH OF ENGLAND (AIDED) MIDDLE SCHOOL
Dorrants Lane, Berkhamsted
Group 4: age range 9-13

A TEACHER required January, 1976, to work in this new purpose built Middle School. Applicants should be in sympathy with the ethos of a church school.
Letters of application stating main subjects, a brief curriculum vitae and the names and addresses of two referees should be sent direct to the Headmaster as soon as possible.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
YARBOROUGH MIDDLE SCHOOL
Central Parade, Grimsby
Required for January, 1976:
TEACHER of GENERAL SUBJECTS, ability in French an advantage but not essential.
Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby, should be returned to the Head Teacher at the school within 10 days of this advertisement.

SUFFOLK
COUNTY COUNCIL
HARRIS MIDDLE SCHOOL
(Number on roll 715)
Head, Mr. A. Morgan

Required, January / April, 1976, Scale 1 TEACHER of GENERAL SUBJECTS with special interest in MATHEMATICS (S.M.P.).
Further particulars and application form (stamped addressed envelope) from the Headmaster, Harris Middle School, Lowestoft, to whom they should be returned as soon as possible.

Secondary Education

Headships

BERKSHIRE
EDUCATION COMMITTEE
WINDSOR/MAIDENHEAD DISTRICT
NEWLANDS SCHOOL
Farm Road, Maidenhead
HEAD required in April, 1976, for this Group 11 Secondary Comprehensive School of about 1,025 girls, from 11-18 years.
London Weighting £141 per annum. Assistance with removal expenses in approved cases.
Forms and further details from District Education Officer, Old British School, Victoria Street, Windsor, Berks SL4 1EP (stamped addressed envelope). Closing date 17 November, 1975.

CUMBRIA
KESWICK SCHOOL
(Voluntary aided co-educational day and boarding grammar school for boys and girls: 11D to 18+ Group 9)
Applications are invited for the HEADSHIP of this long established Group 9 school, vacant on 1st September 1976, on retirement of present Headmaster, Mr. J. E. Thompson. There are, as yet, no firm plans for reorganisation in the area and the School is selective.
A three-bedroom flat is available for a candidate prepared to take some personal responsibility for the boys' boarding side, in which case the candidate's wife could be offered the post of House Matron.
Letters of application with the names of three referees should be sent to the Clerk to the Governors, A. E. Harrison, Esq., LL.B., 34 Jane Street, Workington, Cumbria, CA14 3BS, from whom further particulars of the School can be obtained.
Applications should be received by Saturday, 22nd November 1975.

DURHAM
COUNTY COUNCIL
HEADSHIPS
STAINDROP COMPREHENSIVE SCHOOL
Group 9
Age range 11 to 16, five-form entry
Applications are invited from suitably qualified and experienced teachers for the Headship of the above school due to open on 1st September 1976.
Removal expenses, lodging allowances and travelling expenses payable in approved cases.
Application forms from the Director of Education, P.O. Box, County Hall, Durham DH1 5UJ, on receipt of a stamped addressed envelope, to be returned by the 19th November, 1975.

HAMPSHIRE

MID-HANTS AREA

THE MOUNTBATTEN SCHOOL

Whitenap Lane, Romsey
(Re-advertisement)

HEADTEACHER required for this Group 10 Comprehensive (11-16) Mixed School for May, 1976. Closing date 14th November, 1975. Interviews will be held during December.

Further details and forms of application obtainable from the Area Education Officer, Southgate House, St. Swithun Street, Winchester (on submission of a foolscap stamped addressed envelope) to whom they should be returned. Assistance with removal expenses in approved cases.

Teaching Vacancy January, 1976

SECONDARY

Wigan Whelley Middle School
Moore Street, Whelley, Wigan WN1 3XX
Scale 1

QUALIFIED TEACHER for ENGLISH/FRENCH

Application forms obtainable from and returnable to the Headteacher.

Teaching Vacancy April, 1976

SPECIAL EDUCATION

Atherton Two Porches School (E.S.(S)N.)
Gloucester Street, Atherton M29 0HX
Scale 2

ASSISTANT MASTER/MISTRESS

For a senior group of 13-15 years. Interest in creative activities and organization of outdoor pursuits throughout the school.
Application forms obtainable from and returnable to the Headteacher.

Metropolitan Borough of **WIGAN**

METROPOLITAN BOROUGH OF **BURY**

Unless otherwise stated, application forms are obtainable from and returnable to the Director of Education, Athenaeum House, Market Street, Bury, by the dates indicated.

CHANTLERS COUNTY PRIMARY SCHOOL
FOULDS AVENUE, BURY
(Group 5) (School opened in 1973)
Required for 1st May, 1976

HEAD TEACHER

Closing date: 10th November, 1975.

WHITEFIELD COUNTY SECONDARY SCHOOL
ALBERT ROAD, WHITEFIELD
(No. on Roll 1,100 Mixed)
Required Immediately

TEACHER (Scale 1)

for TECHNICAL SUBJECTS and PRE-DRIVING.
Forms of application obtainable from and returnable to the Head Teacher at the school, as soon as possible.

PEEL BROW COUNTY PRIMARY SCHOOL
PEEL BROW, RAMSBOTTOM
(No. on Roll 392)
Required for Summer Term, 1976

TEACHER (Scale 2)

Closing date: 14th November, 1975. (4361)

ISLE OF MAN BOARD OF EDUCATION

CASTLE RUSHEN HIGH SCHOOL

Applications are invited for appointment as

HEAD TEACHER

of this Co-educational (11-18 years) Comprehensive School, Group 9. The appointment will date from the beginning of the Summer Term, 1976. Modern buildings, extensive playing fields.

Application forms, and further particulars, from the Director of Education, Education Office, Government Office, Douglas, Isle of Man, to whom completed forms must be returned by 14th November, 1975.

Gwent County Council

Education Department

Required for September 1976
Newport Bettws Comprehensive School
Applications are invited from suitably qualified and experienced teachers for the

HEADSHIP

of the above mentioned school. Group 13.
The school is situated on the northern outskirts of Newport and houses 1,780 boys and girls in the 11 to 18 age range in new purpose built premises. The school was formerly Newport High School which was reorganised on comprehensive lines in 1966. Application forms and further information available from the Director of Education, County Hall, Cwmbran, Gwent, should be returned by 12th November, 1975.

Successful applicants will be required to submit a satisfactory medical report on appointment.

OXFORDSHIRE

Cowley St. John Church of England Aided Upper School
Cricket Road, Oxford OX4 3DW
Roll 620

Applications are invited from suitably qualified and experienced candidates who are communicant members of the Anglican Church for the

Headship

of this Church of England Voluntary Aided School. It is hoped to make an appointment with effect from the start of the Summer Term, 1976.

The school is part of a three-tier comprehensive system, with the first comprehensive intake having been admitted in September, 1975, and it already has a developing Sixth Form. The buildings are new with playing fields on the site.

Further details and application forms can be obtained from Chief Education Officer, County Offices, New Road, Oxford OX1 1NA, on receipt of a stamped addressed envelope. Application forms should be returned to the Clerk to the Governors, The Rev. Canon L. R. Swingler, Diocesan Education Officer, Church House, North Hinksey, Oxford OX2 0NB, by 19th November, 1975.

Cyngor Sir DYFED County Council

EDUCATION COMMITTEE

AMMAN VALLEY COMPREHENSIVE SCHOOL

APPOINTMENT OF HEADMASTER/MISTRESS

Group 12, Number on roll 1,540
RE-ADVERTISEMENT

Applications are invited from suitably experienced good Honours Graduate teachers for the above post. The School is a co-educational comprehensive school within the 11 to 18 age range. Ability to speak Welsh is essential. It is hoped that the person appointed would be able to commence their duties at the start of the summer term, 1976, or as soon as possible thereafter.

Application forms and further particulars may be obtained from the undersigned, on receipt of a stamped addressed envelope and should be returned by November 28, 1976.

Headquarters,
Education Department
Pibwrlwyd, Carmarthen.

HENRY D. THOMAS,
Director of Education

SECONDARY
Headships
continued

HEREFORD AND WORCESTER
COUNTY COUNCIL

WORCESTER GRAMMAR SCHOOL FOR GIRLS
Spetchley Road, Worcester, WR5 2LU
(Group 11: 750 girls)

Applications are invited for the post of HEADMISTRESS of this girls' grammar school, which becomes vacant in September, 1976. The school is housed in modern buildings situated in a pleasant residential area in the City of Worcester.

Application forms and further details available from the County Education Officer, County Education Office, Castle Street, Worcester, WR1 3AG, on receipt of a stamped addressed envelope (foolscap). Closing date 24th November, 1975.

Deputy Headships Senior Masters/Mistresses

CITY OF BIRMINGHAM
EDUCATION COMMITTEE

KING'S NORTON SCHOOL
(Mixed)
Group 9
(£6,364 to £6,928)
594 pupils on roll

Applications are invited from suitably qualified teachers for the post of SECOND MISTRESS at the above school, to commence duty in April, 1976. The successful candidate will be responsible for the pastoral care and careers of girls and some central administration. Specialist subjects are not relevant to this post.

The school has admitted a comprehensive intake since September, 1975. The authority proposes to increase its size from three-form entry to six-form entry by 1979.

Letters of application, including the names and addresses of two referees, should be sent to the Headmistress, Miss A. K. Phillipson, M.A., King's Norton School, Downland Close, Birmingham B38 8QT, by 21st November, 1975.

There is a scheme for assistance with removal expenses.
(V 19280)

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS.
JOHN RUSKIN HIGH SCHOOL
Upper Shirley Road, Croydon, CR9 5AQ
Tel: 01-656 0994
Head: 01-656 0904
Head: Mr. W. R. Patterson, B.A.
Tenable: Summer Term 1976 (27th April, 1976).
Required from the beginning of the Summer Term 1976, the DEPUTY HEADMASTER for this 14-18 mixed comprehensive school. The present number on roll is 786 including a sixth form of 285 pupils.
Salary: Deputy Head Teacher Group 11.
Reasonable removal expenses will be reimbursed (details on request).
Applications on forms obtainable from, and returned to the Head Teacher at the above address by Friday, 28th November, 1975.

CROYDON
(The London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS.
SYLVAN HIGH SCHOOL
Maberley Road, London SE19 2JH
Tel: 01-771 2261
Head: Mr M. F. Currie
Tenable: 1st September, 1976
Sylvan High School is a new, purpose-built co-educational high school 11-16 age range. Opened in September 1974 with 128 first year pupils, it is now in its second year of expansion. From 1976, an eight form entry is planned and the school should reach its full roll of 1,250 pupils in 1980-81. The completion of attractive and well equipped buildings will take place in 1977.
Applications are invited from suitably qualified experienced men and women TEACHERS for the post of DEPUTY HEAD TEACHER. Candidates may choose responsibilities either in the field of curriculum organisation, direction and development or in the field of pastoral care. A substantial teaching commitment is envisaged, and this may be in any discipline.
Salary: Burnham Deputy Head Teacher Group 9 with additional London Allowance payable.
Reasonable removal expenses will be reimbursed (details on request).
Applications on forms obtainable from the Director of Education, Taberner House, Park Lane, Croydon, CR9 1TP, should be returned direct to the Head Master who will be pleased to furnish details and arrange preliminary visits. Closing date 18th November, 1975.

HARINGEY
(London Borough of)
HIGHGATE WOOD SCHOOL
Montenotte Road, London, N8
Seven-form entry mixed comprehensive school, Group 11 (Roll 1,115)
Required for April, an experienced and well qualified FIRST DEPUTY HEAD of proven administrative ability, to succeed the previous Deputy Headmistress. The successful candidate would be expected to play a full part in the management of the school with involvement in both pastoral and curriculum work.
Closing date 24th November, 1975. Application forms and further particulars may be obtained from the Education Offices and returned to the Headmaster at the school.
Re-advertisement. (Candidates who applied in response to the first advertisement will be considered in connection with this second advertisement if they notify the Headmaster accordingly.)
Removal expenses—100 per cent allowed. London Allowance (£351) payable.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

SOUTH TYNESIDE
(Borough Council of)
EDUCATION DEPARTMENT
HEBBURN(?) HERWORTHFIELD SECONDARY MIXED SCHOOL
Jarrow
SECOND MASTER (Group 7)
Applications are invited from well qualified and suitably experienced candidates for the above post.
Application forms may be obtained from the Director of Education, Town Hall, Jarrow, NE32 3LE, Tyne and Wear, by sending a stamped addressed envelope. Completed forms should be returned within 14 days of the appearance of this advertisement.
WEST PARK COMPREHENSIVE SCHOOL
(Group 10)
HEAD OF SECOND YEAR
(Scale 3)
Applications are invited from experienced teachers to complete a team of five Year Heads and to have special responsibility for organising the second-year pupils.
Application forms and further details may be obtained from the Headmaster, West Park Comprehensive School, Whitehall Street, South Shields, NE33 4SU, Tyne and Wear, and should be returned within 14 days of the appearance of this advertisement.
K. Stringer, Director of Education.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
PONTEFRACT BOYS' SECONDARY SCHOOL
Applications are invited for a DEPUTY HEAD of this Group 10 school. Candidates should have organising and administrative ability and be able to work in close co-operation with the Head, Pastoral Deputy Head and other senior staff.
The school is housed in new buildings, situated in a pleasant residential area.
Further details and forms of application from the Headmaster, Orchard Lane, Carleton, Pontefract, West Yorkshire, to whom they should be returned by 21st November, 1975.

Remedial Posts

Heads of Department

HARINGEY
(Borough of)
ALEXANDRA PARK SCHOOL
Rhodes Avenue, N.22
Eight-form entry Comprehensive Mixed School, on two sites.
Post-war buildings.
Required for January or as soon afterwards as possible:
HEAD of DEPARTMENT for REMEDIAL WORK, Scale 3.
Candidates preferred who have had experience in urban comprehensive schools. Work to include the whole age-range.
Removal expenses—100 per cent allowed. London Allowance (£351) payable.
Forms of application and further details (stamped addressed envelope) available from the undersigned to be returned to Head of school as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

Other Posts on Scale 2 and above

AVON COUNTY
MERRYWOOD BOYS' SCHOOL
Daventry Road, Knowle, Bristol BS4 1QD
11-18 Comprehensive, 1,330 pupils. Required as soon as possible, MASTER to specialise in REMEDIAL WORK, co-operating with the Head of Integrated Studies in planning courses and teaching mostly with Fourth and Fifth Year boys of below average ability. Subject skills are less important than personal qualities. Interest in field-work, outdoor activities and community work especially welcome.
A suitably experienced candidate would be Second in the Department, for which Scale 3 (plus S.P.A.) is available.
Merrywood developed into a Comprehensive School in 1972 in new buildings with excellent facilities.
Apply at once to the Headmaster with full career details and names of two referees.

East Sussex

Ringmer School

Applications are invited for the HEADSHIP of RINGMER SCHOOL, GROUP 10, vacant from 1.9.76.

This school has been reorganized as a comprehensive school for the 11-16 age range and took its first comprehensive intake in September, 1975.

A generous scheme of relocation grants available in approved cases.

Application forms and further details obtainable from the Chief Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes (self-addressed envelope, please).

Redbridge

Secondary

The London Borough of Redbridge is a pleasant residential area in north-east London, with easy access to Central London and the Essex countryside. Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate. Outer London Allowance is payable.

**TRINITY R.C. HIGH SCHOOL (Group 11)
HEAD-DESIGNATE: J. P. GREENE, J.P., B.Sc.(Econ.)**

Applications are invited from practising Roman Catholic teachers for the following senior posts in this new 6 F.E. mixed (11-18) R.C. Aided Comprehensive School, scheduled to open in September 1976.

(1) **Deputy Head**

(To have particular responsibilities for the time-tabling and curriculum development).

(2) **Deputy Head**

(To have particular responsibility for the Upper School).

(3) **Second Master/Mistress**

(To be in charge of the Lower School).

The new school will be formed through the amalgamation of an existing 2 F.E. girls' grammar and a 3 F.E. mixed secondary modern school, the buildings of which are being adapted and extended.

It is possible that one of the successful candidates will be asked to take up the appointment at the beginning of the Summer Term, 1976.

Application form and further particulars are available from J. P. Greene, J.P., B.Sc.(Econ.), c/o St. Paul's R.C. Secondary School, Sydney Road, Woodford Wells, Essex, IG8 0TB.

Closing date for receipt of applications, 21st November 1975.

Education

The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable. Generous removal and relocation expenses within the Authority's scheme will be paid in appropriate circumstances.

REQUIRED FOR APRIL, 1976

WALTHAMSTOW GIRLS SENIOR HIGH SCHOOL
Church Hill, London E17 9RZ

Head Teacher

(Group 11 School)

Salary £7944 - £8568

plus London Allowance £267

Applications are invited for April, 1976, for the Headship of this expanding 10 form entry Girls' Comprehensive Senior High School (14-19 years), number on roll 800. Thriving open sixth form for 200 students with own accommodation. Closing date November 21, 1975.

Application forms obtainable from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

London Borough of Waltham Forest

Redbridge Secondary

The London Borough of Redbridge is a pleasant residential area in north-east London, with easy access to Central London and the Essex countryside. Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate. Outer London Allowance is payable.

BEAL HIGH SCHOOL (Group 11)

Appointment of

HEAD

Applications are invited for the Headship of this new 6 F.E. mixed (11-18) comprehensive school which is due to open in September 1976. The new school will be formed through the re-organization of an existing 4 F.E. boys' grammar school, the premises of which are currently being substantially extended. The school occupies a large open site, with adjacent playing fields in a pleasant residential part of the Borough.

It is intended that the successful applicant should take up the appointment at the beginning of the Summer Term 1976 in advance of the opening of the new school.

Further particulars of the post and an application form can be obtained from the Chief Education Officer, J. E. Fordham, B.A., P.O. Box No. 11, 255/259 High Road, Ilford, IG1 1NN.

Closing date for receipt of applications, 21st November 1975.

SECONDARY
Remedial Posts
continued

BEXLEY
(London Borough of)
SIDCUP SCHOOL FOR GIRLS
(Roll 690)
Experienced TEACHER required for January, 1976, or earlier, sharing particular interest in the welfare of the girls and to take charge of REMEDIAL WORK across the Humanities. Scale 2/3 for suitably qualified applicant.
L.A.A. £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications to the Chief Education Officer (T.71), Town Hall, Crayford, Kent.

HAMPSHIRE

MID-HANTS AREA

WYVERN SCHOOL

Botley Road, Fair Oak, Eastleigh, Hants.
(11-16 Comprehensive Mixed; 1,170 on roll)
SECOND in REMEDIAL DEPARTMENT to be responsible for Mathematics. Scale Two Post.

Please write to the School giving curriculum vitae and the names and addresses of two educational referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BRITTONS SCHOOL
Ford Lane, Rainham RM13 7BB
(Roll 1,270: Co-educational)
S.P.A. allowance £201/£270 per annum
Required January if possible: ASSISTANT for progressive REMEDIAL DEPARTMENT. Scale 2 post available for suitable applicant. State subsidiary subject.
There is a scheme for removal expenses.
Applications by letter to Headmaster.

LEICESTERSHIRE

SELECTIVE SCHOOLS

SECONDARY 11-16

ENGLISH MARTYRS R.C. (Aided) SECONDARY SCHOOL
Anstey Lane, Leicester
Roll 650

REMEDIAL
Scale 2 for suitably experienced applicant.
For January.
Apply (no forms) with full particulars and names and addresses of two referees, to the Head from whom further details can be obtained.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
THORNES HOUSE SCHOOL
Wakefield
Required for the spring term, 1976, to replace the HEAD of SPECIAL EDUCATION during secondment, a Remedial TEACHER (Scale 1, 2, 3 or 4 according to qualifications and experience).
Please apply by letter (no forms) to the Headmaster at the school, giving details of age, experience and qualifications and the names and addresses of two referees.

Scale 1 Posts

AVON COUNTY
BROADOAK SCHOOL
Weston-super-Mare BS23 4NP
(1,600 mixed)
Required in January, a TEACHER of slow learners.
Apply to the Head, giving full personal details and two referees. Send a stamped addressed foolscap envelope for fuller information.

DERBYSHIRE
EDUCATION COMMITTEE
TUPTON HALL SCHOOL
(Comprehensive—1,900 Boys and Girls)
(Age range: 11-18)
For January, MASTER or MISTRESS to teach REMEDIAL SUBJECTS. Scale 1.
Purpose-built school with excellent facilities.
Please apply by letter (no forms issued) to Headmaster, Tupton Hall School, Old Tupton, Chesterfield S42 6LG, quoting names and addresses of two referees.

EAST SUSSEX
(LEWES AREA)
UCKFIELD SCHOOL
Required from January at Uckfield School an experienced full time or part-time TEACHER for REMEDIAL WORK. A withdrawal system of Remedial Education is operating.
A generous scheme of relocation grants is available in approved cases.
Apply by letter to the Headmaster, Uckfield School, Hempstead Lane, Uckfield from whom forms of application and further details of the post are available.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

GRAVESHAM DIVISION

NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet
(8 Form Entry Comprehensive Intake)
(Roll: 936)
Man or woman required for January 1976, to assist in REMEDIAL WORK in the school. Primary school training would be useful and a sympathetic approach essential. The work relates mainly to first and second year extracted groups, but some general teaching in other parts of the school may also be requested.
Apply by letter (no forms) to the Headmaster, naming two professional referees.

LEICESTERSHIRE

COMPREHENSIVE SCHOOLS
In the Leicestershire Plan for the organisation of secondary education

(Upper 14 to 18)

COALVILLE UPPER SCHOOL
Warren Hills Road, Coalville
(Roll 1,295)

REMEDIAL

Scale 1 plus Special Class Allowance.
For January, to join team of six teaching pupils with learning difficulties.
Apply (no forms) with full particulars and names and addresses of two referees to the Head, from whom further details can be obtained.

By Subject Classification

Art and Design

Heads of Department

BERKSHIRE
SLOUGH DISTRICT
SLOUGH HIGH SCHOOL
Twinches Lane, Slough, SL1 5AA
Head: Miss G. R. J. Owen, B.A.
850 girls
Required January, man or woman as HEAD of the ART DEPARTMENT in this grammar school. A temporary appointment for one or two terms would be considered. Scale 3 available for suitably qualified and experienced applicant. £131 per annum local weighting allowance payable. Possibility of accommodation within approximately six months. Removal/lodging allowances available.
Applications to the Headmistress, giving names of two referees.

KENT
(see INDEPENDENT SCHOOLS section, St. Edmund's School, Canterbury, Kent.)

Other Posts on Scale 2 and above

DEVON
BURLEIGH SECONDARY SCHOOL
Burleigh Lane, Plymouth
(Mixed: 625 on Roll)
A TEACHER for ART throughout the school. Scale 1 post. A temporary appointment would be considered for January, 1976.
Application forms (stamped addressed envelope) from Headmaster, to whom completed forms should be returned.

WILTSHIRE
EDUCATION COMMITTEE
WALCOT SECONDARY SCHOOL
Sadler Walk, Swindon
(Headmaster, Mr. A. D. Bell, B.A.)
Required for January or as soon as possible:—
TEACHER for ART, Scale 2, Pottery an asset, ability to assist with Boys' Games an advantage, for this post-war Comprehensive High School. Pupils 11-14 years. Excellent facilities and equipment.
Removal Grant up to £75.
Letter of application to the Chief Education Officer, Education Department, Wyvern House, Theatre Square, Swindon SN1 1QN.

Scale 1 Posts

BERKSHIRE
SLOUGH DISTRICT
HOLMEWOOD COUNTY SECONDARY SCHOOL
Parlaunt Road, Slough SL3 8HA
Head: H. M. Sheldon, M.A.
850 boys and girls
Required January, qualified TEACHER of ART, but also offering other subjects mainly in the lower school. £131 per annum local weighting allowance. Possibility of accommodation within approximately six months. Removal lodging allowances available.
Applications to the Head, giving names of two referees.

DERBYSHIRE
EDUCATION COMMITTEE
DENSTONE(?) SCHOOL
Uttoxeter Road, Derby
(Mixed comprehensive: 1,300 pupils)
Required for 1st March or Summer Term, an ART SPECIALIST to teach general art to C.S.E. and "O" level.
Application forms can be obtained from the Headmaster to whom they should be returned within ten days of the appearance of this advertisement.

HAMPSHIRE

SOUTH-EAST AREA

WAKEFORD SCHOOL

Wakefords Way, Havant, Hants. PO9 5JL
Comprehensive (Mixed) 11-18: 1,600 on roll
Required for January, 1976, or as soon as possible thereafter, ASSISTANT TEACHER (man or woman) for ART.
Candidates should be interested particularly in three dimensional work and/or light craft and multi-media work.
Closing date for applications is 14th November, 1975.

Application by letter to the Head, giving details of qualifications and experience, together with the names and addresses of two Education referees. Further details obtainable from Head. Assistance with removal expenses in approved cases. Housing accommodation will be considered in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

GRAVESHAM DIVISION

NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet
Eight-form entry comprehensive intake
(Roll 935)
MASTER or MISTRESS required for January to teach ART throughout the school. The subject is taught to C.S.E. and G.C.E. "O" level. Excellent facilities exist including new specialist Pottery, Printing and Fine Arts areas.
Apply by letter (no forms) to the Headmaster, naming two professional referees.

DOVER DIVISION

AYLESHAM SECONDARY
Aylesham, Canterbury
(448 on roll)
TEACHER of 3D DESIGN and/or WOODWORK required immediately working as one of a team of three in the craft department.
Applications to the Headmaster at the school.

MAIDSTONE DIVISION

CLARE PARK SCHOOL
East Malling, near Maidstone
Large Mixed High School (1,400 pupils) with full range intake. For January, ART and DESIGN. MASTER or MISTRESS to join an enthusiastic team of specialists. No specific requirements are demanded but an interest in a major area, e.g. pottery, textiles, print making, 3D design, is expected. Option courses to "O" level and C.S.E. New specialist rooms in a design project area.
Applications with curriculum vitae and naming two referees to the Headmaster.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for January, 1976:
LEYTON BOYS' SENIOR HIGH SCHOOL
Essex Road, London E10 6EQ
Headmaster: Mr. A. P. Plugott, B.A.
ART TEACHER. An enthusiastic energetic teacher capable of working as part of a team in well equipped, open plan Art Department, is required for this Boys' Comprehensive Senior High School (14 to 18 years). Successful applicant will be expected to concentrate mainly on 2D work. (Drawing and Painting, but experience in 3D Craft an advantage.)
Application forms obtainable from the Head Teacher.

WARWICKSHIRE
EDUCATION DEPARTMENT

COLESHILL SCHOOL
Coventry Road, Coleshill
(1,189 on roll)

Required January, 1976 POTTERY TEACHER. Mainly involves Pottery with 2nd, 3rd, 4th, and 5th years but some general art work expected. C.S.E. and G.C.E. "O" level courses followed.
Well equipped Pottery room housed in new purpose built Art and Craft block. Successful applicant will be a member of a team of four within the Department.
Apply direct to Headmaster (no forms).

WARWICKSHIRE
EDUCATION DEPARTMENT
COLESHILL SCHOOL
Coventry Road, Coleshill
(1,189 on roll)
Required for January, 1976
TEACHER of ART.
Apply direct to Headmaster (no forms).

Classics

Other Posts on Scale 2 and above

CAMBRIDGE SCHOOL CLASSICS PROJECT

A CLASSICIST with teaching experience and knowledge of evaluative techniques is to be appointed for two years from 1st September 1976 to carry out (not necessarily in Cambridge) an evaluation of the progress and effects of the Cambridge Latin course. Secondment will be arranged, if possible.
Please apply by letter, with curriculum vitae and names of three referees by 20th November, to the Secretary, C.S.C.P., 17 Panton Street, Cambridge CB2 1HL, from whom further details may be obtained.

Scale 1 Posts

BUCKINGHAMSHIRE
WYCOMBE DIVISION
SIR WILLIAM BORLASE'S SCHOOL
Marlow
(Founded 1624)
Headmaster, R. R. Smith, M.A.
Required for January or Easter 1976, a MASTER to teach LATIN throughout the school, with possibly some Greek.
Candidates should state what help they can offer with other subjects.
Removal expenses up to £180 and housing allowance, pending removal are payable in approved cases.
Applications by letter, to the Headmaster as soon as possible.

Commercial Subjects

Other Posts on Scale 2 and above

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
BISHOP STOPFORD C.E. (Aided) SCHOOL
Headlands, Kettering NN15 6BJ
HEAD of BUSINESS STUDIES. Scale 3. TEACHER to be in charge of Typewriting and Office Practice in a well equipped room completely furnished with Phillips Audio Training sets. There is a chance for promotion on reorganisation (September, 1976) and the development of Economics at a senior level.
Please apply to the Headmaster, Dr. J. T. Hopkins.

WILTSHIRE
EDUCATION COMMITTEE
PARK SCHOOL
Marlowe Avenue, Swindon
(Headmaster, Mr. P. A. Coupin, M.A.)
Required for January:—
TEACHER of COMMERCIAL SUBJECTS, mainly TYPEWRITING, in this Senior High Comprehensive School, pupils 14-18 years of age. Scale 2 for experienced teacher but those seeking their first appointment are welcome to apply.
Removal Grant up to £75.
Letter of application to the Chief Education Officer, Education Department, Wyvern House, Theatre Square, Swindon, SN1 1QN.

Scale 1 Posts

HILLINGDON
(London Borough of)
MELLOW LANE SCHOOL
Hewens Road, Hayes End
Hayes, UB4 8JP
(1,197 pupils—156 in Sixth Form)
Head Teacher, G. D. Wellers, Esq. J.P., B.Sc.
Required immediately, TEACHER for BUSINESS STUDIES Department who can offer any combination of the following: Shorthand, Typing, Office Practice, Commerce. There are well-established courses including Sixth Form work and the department works closely within the school's Resources Centre.
Please apply by letter to the Headmaster at the school giving the names and addresses of two referees.
London Allowance payable.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
DARTFORD DIVISION
WEST SECONDARY GIRLS' SCHOOL
Heath Lane, Dartford
TEACHER for COMMERCE, C.C.E. and C.S.E. Courses in existence for commerce and business studies. Fringe allowance.
Applications to the Headmistress.

TAMESIDE

METROPOLITAN BOROUGH

LEIGH STREET COUNTY SECONDARY SCHOOL
Leigh Street, Hyde SK14 2RP

ASSISTANT TEACHER—Scale 1.
Required for COMMERCE, ACCOUNTS and to introduce ECONOMICS into the timetable. Additional post due to increased numbers on roll.
Application forms from the Headteacher (please send stamped addressed envelope), Tel. TE.1935/TEB.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
SALE WEST COUNTY SECONDARY SCHOOL
(700 Mixed)
Manor Avenue, Sale, Cheshire M33 5JX
Tel: 061-962 2906
COMMERCIAL SCALE 1
A second TEACHER able to offer from COMMERCE, TYPEWRITING, PITMANSCRIPT, OFFICE PRACTICE and ECONOMICS. Required January 1976.
Application forms available from the Head of the school, should be returned as soon as possible.

WIRRAL
(Metropolitan Borough of)

HILBRE SECONDARY SCHOOL
Frankby Road, West Kirby, Wirral
Mixed: 1,200 on roll

For January, 1976:
TEACHER for COMMERCIAL SUBJECTS (Shorthand, Typewriting, Commerce) to C.S.E. level. Scale 1.
Further details and application forms from Headmaster. Telephone: 051-625 0132 as soon as possible.

Domestic Subjects

Heads of Department

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS.
SHIRLEY HIGH SCHOOL
Shirley Church Road,
Shirley, Croydon CR0 5EF
Telephone: 01-656 9755
Head: Mr. R. A. R. Smith, M.A.
Tenable: January 1, 1976.
Experienced TEACHER required for the post of HEAD of DOMESTIC SCIENCE.
The school is an 11-14 mixed comprehensive school, and the building is modern and well equipped.
Salary—Burnham Scale 2 with London Area Allowance, for suitable applicant.
Reasonable removal expenses will be reimbursed (details on request).
Applications on forms obtainable from and returned to, the Head Teacher at the above address as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MAIDSTONE DIVISION
SENACRE HIGH SCHOOL
Sutton Road, Maidstone
(730 Mixed)
HEAD of HOME ECONOMICS (Scale 3) for January or as soon as possible. Experienced Teacher to be responsible for a popular, lively and flourishing Home Economics Department. The subjects comprising Home Economics are offered throughout the school and across its full range of ability. C.S.E. examinations are taken by boys and girls. Vacancy due to promotion.
Applications with curriculum vitae and naming two referees to the Headmistress.

LINCOLNSHIRE
EDUCATION COMMITTEE
ANCASTER HIGH SCHOOL
Lincoln
(Number on Roll 650)
HEAD OF HOME ECONOMICS
Burnham Scale 4, £2,658 to £3,213
Required to start as soon as possible. C.S.E., G.C.E. "O" and "A" level work, together with teaching to both boys and girls.
Details and application forms available from the Headmaster at the school, Shannon Avenue, Lincoln, on receipt of stamped addressed envelope, to be returned immediately.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
HASTINGSBURY SCHOOL
Hill Rise, Kempston, Bedfordshire
(Comprehensive Upper Group 12)
Required for January 1976, MISTRESS to be in charge of NEEDLEWORK within the Creative Design Department (Scale 2).
Applications, initially by letter giving full details of training and experience, and giving the names of two persons to whom reference may be made, should be sent to:—The Headmaster, Hastingsbury School, Hill Rise, Kempston, Beds.

HEREFORD AND WORCESTER
EDUCATION COMMITTEE
WORCESTER, BISHOP PERROWNE C.E. SECONDARY SCHOOL
(Three-form entry)
Merriman's(?) Road, Worcester, WR1 1RZ
Required for January, 1976, an ASSISTANT TEACHER of HOME ECONOMICS (Scale 2) with some NEEDLEWORK.
Closing date 7th November, 1975.
Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SWALE DIVISION
ROWENA HIGH SCHOOL FOR GIRLS
Swanstree Avenue, Sittingbourne
(Roll 760)
Comprehensive in first two years
Group 9 school
ASSISTANT MISTRESS for HOME ECONOMICS required for January, 1976. Excellent facilities in a developing department leading to C.S.E. and G.C.E. "O" level courses. Scale post available for suitable applicant.
Applications by letter to the Headmistress of the school.

LINCOLNSHIRE
EDUCATION COMMITTEE
RUSKINGTON COUNTY SECONDARY MODERN SCHOOL
(Burnham Scale 2: Roll 715)
ASSISTANT TEACHER for HOME ECONOMICS.
Required from spring term, 1976, or as soon as possible thereafter.
Application forms obtainable from the Divisional Education Officer, Council Offices, Sleaford, Lincs. (stamped addressed foolscap envelope).

SANDWELL
(Metropolitan Borough of)
GEORGE SALTER HIGH SCHOOL
Claypit Lane, West Bromwich, West Midlands
Telephone 021-569 2140
Required for January 1976: TEACHER for HOME ECONOMICS. Scale 2 post.
To do mainly Cookery but with possibly some Needlework. The school has excellent facilities in a well equipped Home Economics block.
Application forms are available from and returnable to the Head Teacher at the school.
G. A. Bilnsdon, Director of Education.

Scale 1 Posts

AVON COUNTY
BROADLANDS COMPREHENSIVE SCHOOL
St. Francis Road, Keynsham
(840 mixed)
Required for January, 1976, a NEEDLEWORK SPECIALIST to share the teaching of Needlecrafts throughout the school up to C.S.E. and G.C.E. "O" level and to teach some Home Economics in the Lower School. The appointment would be a temporary one for two terms in the first instance with a strong possibility of it becoming a permanent appointment from September, 1976.
Letters of application to The Headmaster.

DEVON
PLYMSTOCK SCHOOL
Church Road, Plymstock, Devon PL9 9AZ
(Telephone: Plymouth 426791)
Wanted for January, TEACHER for DOMESTIC SUBJECTS throughout the school. Temporary post for one or two terms initially, possibility of permanency. Excellent facilities and well-established sixth form courses. Scale 1.
Application form and further particulars from the Headmaster at the school (stamped addressed envelope).

HAMPSHIRE

NORTH-WEST AREA

CRANBOURNE SCHOOL

Wessex Close, Basingstoke Hants
(11 to 18 Comprehensive Mixed) (1,440 on roll)
MISTRESS (Scale 1) for HOME ECONOMICS with some Needlework, required as soon as possible.
Housing accommodation may be available in certain cases.
Assistance with removal expenses in approved cases.

Please write to the School giving curriculum vitae and the names and addresses of two educational referees. Further details obtainable from the Head.

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post.
PARK HIGH SCHOOL
Thistle Croft Gardens
Stanmore, Middlesex
Telephone: 01-952 2803
HOME ECONOMICS TEACHER, Scale 1, required January or as soon as possible thereafter for this eight-form entry mixed comprehensive High School (12 to 16 years) situated in a pleasant residential area.
Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender), lodging allowance of up to £10 per week and up to £300 towards legal and estate agent fees may be payable.
Application forms from and to be returned to the Head of the school by November 10, 1975.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
GAYNES SCHOOL
(Roll: 1,051 coeducational)
Brackendale Gardens, Upminster RM14 3UX
Required January:
TEACHER for HOME ECONOMICS. Good facilities.
There is a scheme for removal expenses.
Applications by letter to Headmaster.

ILFORD
(London Borough of Redbridge)
URSULINE HIGH SCHOOL
Required January:—
MISTRESS for NEEDLEWORK to "O" and "A" level for one term—possibility of permanent post.
London Burnham Scale.
Apply with curriculum vitae and names and addresses of two referees to Headmistress.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

MEDWAY DIVISION

ROCHESTER, WARREN WOOD SECONDARY SCHOOL FOR GIRLS
City Way
(Roll 453)
ASSISTANT MISTRESS to help with NEEDLEWORK throughout the school.
Applications to the Headmistress—two referees.

SWALE DIVISION

ROWENA HIGH SCHOOL FOR GIRLS
Swanstree Avenue, Sittingbourne
(Roll 760. Comprehensive in first two years. Group 9 School)
ASSISTANT MISTRESS for HOME ECONOMICS required for January, 1976. Excellent facilities in a developing department leading to C.S.E. and G.C.E. "O" level courses. Scale post available for suitable applicant.
Applications by letter to the Headmistress at the School.

LEICESTERSHIRE

COMPREHENSIVE SCHOOLS
In the Leicestershire Plan for the organisation of secondary education

(Upper 14 to 18)

THE BEAUCHAMP COLLEGE
Oadby, near Leicester
(Roll 1,400)

Home Economics, Scale 1. Full or part-time TEACHER for January.
Apply (no forms) with full particulars and names and addresses of two referees to the Head, from whom further details can be obtained.

THE CITY OF

Birmingham

EDUCATION DEPARTMENT

REMEDIAL TEACHING SERVICE

VACANCY FOR AN

ASSISTANT SENIOR REMEDIAL TEACHER

(SCALE 2)

AT WARD END CENTRE

Relevant teaching experience is necessary and an appropriate qualification would be an added advantage. Application forms and further details from The Remedial Adviser, 29 George Road, Edgbaston, Birmingham B15 1PJ.

Leicestershire

Group 8 Headship

COUNTESTHORPE LEYSLAND HIGH SCHOOL

A Leicestershire Plan 11-14 Middle School

HEADMASTER/ HEADMISTRESS

for April, 1976, 600 pupils. The post offers great scope for an energetic and imaginative man or woman with clear ideas about the education of children in this critical age range. Details on request.

Apply (no forms) with full particulars, and the names and addresses of two referees, to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 18th November, 1976.

SECONDARY
Domestic Subjects continued

LINCOLNSHIRE
[illegible] COMMITTEE
[illegible] COUNTY
[illegible] MODERN SCHOOL
(Roll, [illegible])
Burnham Scale 1
ASSISTANT TEACHER
Required from Spring Term, 1976, or as soon as possible thereafter, for DOMESTIC SCIENCE and GENERAL SUBJECTS. Any supporting subjects should be stated.
[illegible] COUNTY SECONDARY MODERN SCHOOL
(Roll, 495)
Burnham Scale 1
ASSISTANT TEACHER
Required from Spring Term, 1976, or as soon as possible thereafter, for COOKERY and NEEDLEWORK in a department of three.

Application forms for these two posts obtainable from the Divisional Education Officer, Council Offices, Sleaford, Lincs (stamped addressed foolscap envelope).

LONDON, E5 9JG
THE SKINNERS' COMPANY'S SCHOOL FOR GIRLS
Upper School, Mount Pleasant Lane.
Required in January, a qualified TEACHER to join the HOME ECONOMICS DEPARTMENT and to teach mainly NEEDLEWORK, including work for C.S.E. and "O" level. The school has modern, well equipped facilities and Home Economics is a popular subject. Scale 2 post available for a candidate with suitable experience.

Apply by letter to the Headmistress giving details of qualifications and experience, the names of two referees and copies of recent testimonials.

LONDON, N.16
THE SKINNERS' COMPANY'S SCHOOL FOR GIRLS
117 Stamford Hill
London N16 5RS
Required in January, a qualified TEACHER to join the HOME ECONOMICS Department for four days a week. The work will be with girls in the Upper School preparing for C.S.E. in Child Care and Housecraft.

Apply by letter to the Headmistress giving details of qualifications and experience and enclosing the names of two referees and copies of any recent testimonials.

NORTH YORKSHIRE
(County of)
[illegible] SCHOOL
(700 mixed comprehensive, 11 to 16)
Required for Summer Term, 1976: MISTRESS to teach HOME ECONOMICS to the full ability range in a rural school with excellent facilities.

For application forms send stamped addressed envelope to the Headmaster, [illegible] School, [illegible], North Yorkshire, returnable within 10 days of the appearance of this advertisement.

SURREY
HAYS BRIDGE COMMUNITY HOME
TEACHER for CATERING COURSE. See display advertisement under Community Homes.

WARWICKSHIRE
EDUCATION DEPARTMENT
HENLEY-IN-ARDEN HIGH SCHOOL
Stratford Road
Henley-in-Arden, Solihull
West Midlands, B95 6AF
(Non-Selective Mixed 760 on roll)

TEACHER for HOME ECONOMICS Department.
Application forms should be obtained from, and returned to, the Head of the School.

English
Heads of Department

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
DARFIELD FOULSTONE HIGH SCHOOL
Nanny Marr Road, Darfield
Barnsley
Headteacher: H. Herdman
(11 to 16 Mixed Comprehensive)

Required for January, 1976 or as soon as possible after, HEAD of ENGLISH (Scale 4).

An experienced well qualified TEACHER is sought to lead a very strong established department where enthusiasm, imagination, hard work and team spirit abound.

Drama is an integral part of the approach together with mixed ability groupings and team teaching.

A pure dramatist is not required but the person appointed must actively believe in the value of this medium.

C.S.E. (Mode 3) courses are well established with "O" level and 16+ in literature and language now developing.

Apply by letter to the Headmaster giving full curriculum vitae and two referees as soon as possible.

BEXLEY
(London Borough of)
CRAYFORD SCHOOL (mixed)
(Roll 875)
HEAD of ENGLISH required for January, 1976. Scale 4 post for well-qualified, experienced teacher who has the ability to organise a growing department.
L.A.A. £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications to the Chief Education Officer (T.7), Town Hall, Crayford, Kent.

HILLINGDON
(London Borough of)
HARLINGTON SCHOOL
New Road, Harlington, Hayes
(700 pupils—95 in Sixth Form)
Head Teacher: Mr J. F. D. [illegible]
Required for January 1976 or May 1976 HEAD of ENGLISH DEPARTMENT. Scale 4.

This is a senior departmental appointment in an expanding school scheduled to become comprehensive in September 1976. C.S.E. and G.C.E. "O" level courses are already well established and "A" level work has been initiated. The first phase of a new school should be completed by September 1976 and this includes excellent facilities for an expansion of upper school work, including a custom built drama theatre and library suite. A teacher of considerable experience and proven organisational ability is looked for, able to lead a capable and enthusiastic team and further develop the subject and its associated activities on the broadest possible basis.

Application forms from and returnable to the Headmaster.
London Allowance payable. Seventy-five per cent removal expenses in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
DOVER DIVISION
CASTLEMOUNT SECONDARY
[illegible] Place, Dover
(Group 10)
Required for January, 1976:
HEAD of FACULTY of LANGUAGES and COMMUNICATION. Scale 5.
Successful teaching experience to "O" level and C.S.E. essential in English and/or French. Detailed job specification will be sent with application forms, but preferred candidates will probably be Heads of Department looking for the opportunity of gaining administrative experience in a wider field as a means of securing further promotion at a later date.

Application forms and further details from the Headmaster at the school.

WEST SUSSEX
TARRING HIGH SCHOOL
Rectory Road, Worthing
Group 9, Comprehensive Boys 11 to 16
ENGLISH LANGUAGE FACULTY.
Required for Summer Term, 1976, enthusiastic GRADUATE to head the ENGLISH department in a developing Comprehensive School. Scale 5 initially (Scale 4 as from September, 1976, if qualified to take charge of the Faculty of Language (English + Languages)).
Grants towards removal and resettlement expenses payable in approved cases.
Application forms obtainable from the Headmaster at the school on receipt of a stamped addressed foolscap envelope.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
MANSHEAD SCHOOL
Dunstable Road, Caddington
Luton LU1 4BB
Headmaster: Mr. L. P. Banfield, M.A.
Required for January, TEACHER of ENGLISH for C.S.E., "O" level, G.C.E. and "A" level. Scale 2 post available for suitably qualified and experienced candidate.

The school developed from a boys' grammar to a mixed 13 to 18 comprehensive in purpose-designed buildings and has a strong well-established Sixth Form.

The Authority has a scheme for teachers moving into the county to assist with removal expenses.

Applications by letter immediately to the Headmaster including curriculum vitae, the names of referees and copies of relevant testimonials.

BRENT
(London Borough of)
WILLESDEN HIGH (MIXED) SCHOOL
Doyle Gardens NW10 3ST
(Roll 1,700, 11 to 18, Social Priority School)
Required in January or as soon as possible thereafter:
TEACHER of ENGLISH specialising in Drama. The school has a strong dramatic tradition and has recently started a Drama Course leading to C.S.E. Mode 3 Drama examination. Applicants will also be expected to teach English at all levels throughout the school. Scale 2 for suitable applicant.

The London Allowance of £351 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within seven days, giving age, present post, qualifications, experience and referees.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
ROCK HILLS SCHOOL FOR GIRLS
Anerley Road, Penge SE20 8HD
(Roll 580: all-ability Girls 11-18 + S.P.A., L.A.A.)
Applications are invited from experienced and well-qualified TEACHERS of ENGLISH for a post to take charge of the English Department and to teach in the Upper school. Scale 3 post available.
Application forms obtainable from the Headmistress. Telephone: 01-778 [illegible].

DURHAM
COUNTY COUNCIL
MURTON SECONDARY SCHOOL
(11 to 16: 440 on roll)
ENGLISH. Salary Scale 2. Temporary. Qualified ASSISTANT required to take charge of English department. Established C.S.E. courses.
Stamped addressed envelope for application form to Area Administrative Officer, Seaside Lane, Easington, Peterlee, Co. Durham.
Removal expenses, lodging allowance and travelling expenses payable in approved cases.
Canvassing members of the appropriate Committee, directly or indirectly, strictly prohibited.
Closing date for receipt of applications 17th November, 1975.

EALING
(London Borough)
EDUCATION SERVICE
FARADAY HIGH SCHOOL
(Mixed, 1,200 pupils)
Bromyard Avenue, East Acton, London W3
Required for January 1976:
A GRADUATE to teach in the Department of ENGLISH. The department has established C.S.E., "O" and "A" level courses, while C.E.E. is being developed in the sixth form. The department also has links with the Remedial Department and Department of English as a Second Language.
A Scale 2 post is available for a suitable candidate.
In appropriate cases, subject to [illegible] removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
London Weighting £351 and Social Priority Allowance is payable.
Please apply by letter to the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
JOHN F. KENNEDY SCHOOL
(R.C.)
Hollybush Lane, Hemel Hempstead
Five form entry mixed all ability
Required January
TEACHER of ENGLISH. Salary Scale 1 or 2 depending on qualifications and experience plus fringe weighting of £111 per annum.
Application forms available from the Headmaster at the school.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet
(8-form entry comprehensive intake: roll 950)
Man or woman required for January, 1976, to teach to C.S.E. level. The Lower School is fully comprehensive and the Upper School offers individual programmes in G.C.E. "O" level and C.S.E. This is an opportunity to join a flourishing department. A Scale 2 post is available for a suitably qualified and experienced candidate.
Apply by letter (no forms) to the Headmaster, naming two professional referees.

MAIDSTONE DIVISION
SENACRE HIGH SCHOOL
Sutton Road, Maidstone
(Roll 700)
For January or as soon as possible, an enthusiastic TEACHER of ENGLISH to join a well established and forward looking department. A wide range of age and ability teaching is available. An interest in the development of reading skills an advantage. Scale 2 for a suitably experienced candidate.
Applications with curriculum vitae and naming two referees to the Headmistress.

LEICESTERSHIRE
COMPREHENSIVE SCHOOLS
In the Leicestershire Plan for the organisation of secondary education
High 11 to 14
LUTTERWORTH GRAMMAR SCHOOL
Bitteswell Road, Lutterworth
(Roll 1,550)
ENGLISH
Scale 1 or 2 according to experience.
For January, to C.S.E. and "O" level.
Apply (no forms) with full particulars and names and addresses of two referees to the Head from whom further details can be obtained.

LONDON
PARMITER'S SCHOOL
Approach Road, London E2 9LZ
Telephone 01-980 [illegible]
(Voluntary Aided Grammar School, 525 boys)
Required in January 1976:
A graduate MASTER/MISTRESS as second in the ENGLISH DEPARTMENT (teaching the subject to all levels).
Scale 2 available for a suitably qualified and experienced candidate (plus London Allowance £351).
Apply to the Headmaster giving curriculum vitae and the names of two referees.

NORTH YORKSHIRE
(County of)
WHITBY SCHOOL
Prospect Hill, Whitby YO21 1LA
(Comprehensive, 11 to 18, 850 pupils)
Required for January 1976:
A MASTER/MISTRESS (Scale 1) for ENGLISH up to "A" level.
Further details and application forms from the Headmaster at the school, returnable within 10 days of this advertisement.

WARWICKSHIRE
EDUCATION DEPARTMENT
NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road, Bedworth
(1,082 on roll)
TEACHER of ENGLISH Scale 1. Scale 2 available. Subject taught to "A" level. Large department offering diverse opportunities in all aspects of subject.
Further information and application forms from the Head Teacher.

WARWICKSHIRE
EDUCATION DEPARTMENT
ST. BENEDICT'S R.C. HIGH SCHOOL
Kinwarton Road, Alcester B49 6PX
(Non-Selective Mixed: 277 on roll)
SPECIALIST TEACHER of ENGLISH to assist in work of the Department. Ability to help with History an advantage. Scale 2 available.
Application forms and further particulars from Headmaster.

Scale 1 Posts

AVON COUNTY
HARTCLIFFE SCHOOL
Bishport Avenue, Bristol BS13 0RL
(Mixed 11 to 18 Comprehensive)
Tel.: 0272 [illegible]
Required for January—TEACHER in ENGLISH to "O" Level.
Temporarily until July, 1976.
Further details on request.
Application immediately by letter to the Headmaster giving full curriculum vitae and names and addresses of two referees.

BARNET
(London Borough)
WOODHOUSE SCHOOL
Woodhouse Road, North Finchley N12
01-445 1910
Mixed (650 pupils)
Required January 1976, Spring Term only, temporary TEACHER of ENGLISH to teach the subject throughout the school to "O" and "A" levels of G.C.E.
Application forms obtainable from the school should be returned to the Headmaster as soon as possible.
J. Dawkins, Director of Educational Services.

BERKSHIRE
EDUCATION COMMITTEE
(READING DISTRICT)
ALFRED SUTTON BOYS' SCHOOL
Crescent Road, Reading
(11 to 18 Comprehensive, 900 boys)
Headmaster, M. C. Smyth,
[illegible] TEACHER [illegible] ENGLISH DEPARTMENT [illegible] work available is chiefly in the lower school, with a small amount of examination work. This can be adjusted, however, to meet individual requirements. The post is suitable for either an experienced teacher or a newcomer to the profession.
Apply by letter to the Headmaster of the school quoting relevant information and names and addresses of two referees.
Assistance with removal expenses. Lodging allowance (married teachers only) in approved cases.

BERKSHIRE
SLOUGH DISTRICT
SLOUGH GRAMMAR SCHOOL
Lascelles Road, Slough SL3 7PR
Head: G. H. Palmer, M.Sc.
800 boys
Required January, or as soon as possible, full or part-time TEACHER of ENGLISH throughout this selective school, up to "A" level. Opportunities to help with several departmental activities. £141 per annum local weighting allowance. Possibility of accommodation [illegible] removal, lodging expenses available.
Applications to the Head of the school, giving the names of two referees.

BEXLEY
(London Borough of)
BEXLEY TECHNICAL HIGH SCHOOL FOR GIRLS
(Roll 611)
TEACHER required for ENGLISH and DRAMA. English with junior forms mainly.
HOWBURY GRANGE SCHOOL
(mixed) (roll 832)
ENGLISH TEACHER required for January 1976.
L.A.A. £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications to the Chief Education Officer (T.7), Town Hall, Crayford, Kent.

CAMBRIDGESHIRE
COMBERTON VILLAGE COLLEGE.
Required for January or Easter, 1976, a TEACHER of ENGLISH (Scale 1) in this 11 to 16 comprehensive school.
Applications in writing with full curriculum vitae and the names of two referees should be sent to the Warden from whom further details can be obtained. (Telephone: Comberton 2303.)

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
SALTASH COMPREHENSIVE SCHOOL
Saltash, Cornwall PL12 4AY
(1,050 boys and girls: 11 to 18)
Headmaster: J. G. P. Edwards, M.A.
Required in January, 1976, for two terms initially, MASTER/MISTRESS to teach ENGLISH, SPEECH/DRAMA and the Humanities to C.S.E. in the lower school with 11 to 13-year-olds.
Application forms from Headmaster.
E. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
SIR JAMES SMITH'S SCHOOL
Camelford
Group 7 comprehensive school
Co-educational, 11 to 18.
Headmaster: D. G. E. Haynes, M.A.
ENGLISH, Scale 1.
Required for January, 1976, a MASTER or MISTRESS to teach ENGLISH up to C.S.E. standard.
Please apply direct to the Headmaster at the earliest possible moment sending testimonials/references.
E. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
invite applications from suitably qualified and experienced TEACHERS.
TAUNTON MANOR HIGH SCHOOL
Homefield Road,
Old Coulsdon, Surrey CR3 1ES
Tel: Downland [illegible]
Head: Mr. A. L. Bryceson, M.A.
Tenable: Immediately
Well qualified MASTER/MISTRESS required for at least one or possibly two terms to teach ENGLISH throughout the school. The school is an 11-14 co-educational comprehensive high school, modern and well equipped.
Salary—Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Applications on forms obtainable from and returned to the Head Teacher at the above address as soon as possible.

CUMBRIA
EDUCATION COMMITTEE
BEACON HILL SCHOOL
Aspatria
(County: 11 to 16 Mixed. Roll: [illegible])
Required January, 1976, or as soon as possible, an ASSISTANT TEACHER of ENGLISH, to take classes throughout the school. There are well established C.S.E. courses. A willingness to share in the work of the drama department an advantage. The school is likely to become comprehensive school in the next year or two.
Application forms obtainable from and returnable to the Headmaster, J. M. Brown, at the school by 14th November, 1975.

DEVON
TORQUAY AUDLEY PARK COUNTY SECONDARY SCHOOL
Barton Road
TEACHER, Scale 1, required January or April to teach ENGLISH to C.S.E. standard. Interest in pupils below average ability desirable.
Application forms (stamped addressed envelope foolscap) from the Headmaster, returnable by 14th November, 1975.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
[illegible] SCHOOL
Cuckoo Hall Lane, Edmonton N9
Comprehensive upper school (14 to 18 mixed), eight-form entry.
Telephone: 01-804 2376
Required for January or as soon as possible, TEACHER of ENGLISH with some DRAMA. Good facilities available.
Apply in first instance to the Headmaster at the school with full details.
Generous facilities subject to funds being available. Consideration given to the following: 100 per cent removal expenses, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 a week lodging allowance for up to four months in certain cases.

HARINGEY
(Borough of)
SOMERSET SCHOOL
White Hart Lane, N17
(Voluntary Controlled Boys' Comprehensive School)
(Roll 1,100)
Required for January:
TEACHER of ENGLISH to pupils in the third year upwards, covering the full range of ability and able to take pupils up to "O" and "A" level. Music in addition would be an advantage: this is taken as a C.S.E. examination subject, or please state which other subject can be offered.
Scale 2 post available to a candidate with suitable qualifications and experience.
London allowance £351.
Social priority allowance £201/[illegible]
Removal expenses, 100 per cent allowed. London allowance (£301) payable.
Forms of application (stamped addressed envelope) available from the undersigned to be returned to Head of school as soon as possible.
Chief Education Officer, Education Offices, Somerset Road N17 [illegible].

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
RIDDINGS COMPREHENSIVE SCHOOL
Enderby Road, Scunthorpe
Headmaster: T. Ellis
(Number on Roll, 1,180)
Required for January 1976, TEACHER for ENGLISH. Scale 1. Good opportunities for first appointment. Assistance with housing may be possible for married teachers and teachers with families.
Application forms, obtainable from the Headmaster, should be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
DARTFORD TECHNICAL HIGH SCHOOL FOR GIRLS
Wilmington Grange, Parsons Lane, Wilmington, Dartford, Kent
Wanted urgently for January, 1976: (Temporary appointment) full or part-time qualified TEACHER of ENGLISH and DRAMA to "O" and "A" level in this selective school. Vacancy due to promotion.
Apply to Headmistress.
SWANLEY SCHOOL
Swanley, Kent
(Established large comprehensive school with a full range intake. Mixed 11-18)
Required in January:
TEACHER for ENGLISH to join an active department. This could be a Scale 2 post for a teacher with experience, especially with an interest in library work, but applications from beginners are also invited.
Application is by letter to the Headmaster at the school, giving details and naming referees.

GRAVESHAM DIVISION
NORTHFLEET SCHOOL FOR BOYS
Colyer Road, Northfleet
(Eight-form entry comprehensive intake, Roll 950)
Man or Woman required for January, 1976, to teach to C.S.E. level. The Lower School is fully comprehensive and the Upper School offers individual programmes to G.C.E. "O" level and C.S.E.
This is an opportunity to join a flourishing department. A Scale 2 post is available for a suitably qualified and experienced candidate.
Apply by letter (no forms) to the Headmaster naming two professional referees.

LEICESTERSHIRE
COMPREHENSIVE SCHOOLS
(In the Leicestershire Plan for the organisation of secondary education)
High 11-14
GARENDON BOYS HIGH SCHOOL
Thorpe Hill, Loughborough
(Roll 800)
ENGLISH
Scale 1.
From January.
Apply (no forms) with full particulars and names and addresses of two referees to the Head from whom further details can be obtained.

LEICESTERSHIRE
SELECTIVE SCHOOLS
SECONDARY 11-16
LANCASTER BOYS SCHOOL
Knighton Lane East
Leicester
(Roll 900)
ENGLISH and/or MATHS.
Scale 1.
Required January. Ability to assist with Games an advantage.
Apply (no forms) with full particulars and the names and addresses of two referees to the Head from whom further details can be obtained.

LONDON, E.7
ST. ANGELA'S URSULINE CONVENT SCHOOL
(900 girls)
Required as soon as possible:
TEACHER for ENGLISH throughout the school. Scaled post available for suitably qualified applicant. Interest in library work an asset.
Apply to the Headmistress.

LONDON
CENTRAL FOUNDATION BOYS' GRAMMAR SCHOOL
Cowper Street, London EC2A 4AP
(Near Old Street Station)
Required for the Spring and Summer Terms only, a TEACHER of ENGLISH (man or woman) in this three-form entry voluntary aided grammar school. The post is a full-time one, but applications are also invited for a part-time appointment for a total of three and a half days a week.
In the case of a full-time appointment, experience in careers guidance and/or counselling and willingness to undertake similar work in the School, would be a strong recommendation, and an appropriate scale post could be available.
Please apply by letter only to the Headmaster, enclosing a full curriculum vitae and the names and addresses of two referees.

NEWCASTLE upon Tyne
(City of)
EDUCATION DEPARTMENT
GOSFORTH HIGH SCHOOL
Required for January, 1976, or as soon as possible thereafter, a suitably qualified and experienced TEACHER of ENGLISH (Scale 1) to teach throughout this mixed Comprehensive High School for 13-18 year-old pupils.
Application forms and further details, obtainable from the Headmaster, Gosforth High School, Knightsbridge, Great North Road, Gosforth, Newcastle upon Tyne NE3 2JH, as soon as possible.

NEWHAM
(London Borough of)
LANGDON SCHOOL
Sussex Road, London E16 [illegible]
(2,200 mixed on roll)
An attractive modern comprehensive school on a 45 acre site with extensive playing fields and a large established Sixth Form.
Headmaster: R. E. Heckman, M.A.
Required January, 1976:
A TEACHER responsible for ENGLISH (Scale 1) for 1-3 years and to join a mutually supportive team of teachers. English resources room, audio-visual aids, reprographic facilities and technician are available.
Burnham Scale.
Plus London Allowance £351.
Apply by letter with curriculum vitae to the Headmaster as soon as possible.

NORTH YORKSHIRE
(County of)
QUEEN ANNE GRAMMAR SCHOOL
Queen Anne's Road, Bootham, York YO3 7AA
(770 girls)
Required for two terms from January 1976.
A temporary ASSISTANT for ENGLISH up to "A" level standard. Ability to teach some junior Latin would be an advantage. Possibility of a permanent post for a well qualified applicant.
Apply to the Headmistress as soon as possible giving full curriculum vitae and the names of two referees.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
MANVERS PIERREPONT COMPREHENSIVE SCHOOL
Carlton Road, Nottingham NG3 2NR
Headmaster, I. N. Craig, D.L.C., N.D.D.
(Mixed: 1,004: 11 to 16)
For January, ENGLISH (Scale 1). S.P.A. payable.
Applications (no forms) to the Headmaster as soon as possible. Closing date: November 14, 1975.

SHROPSHIRE
EDUCATION COMMITTEE
HARLESCOTT COUNTY SECONDARY SCHOOL
[illegible], Shrewsbury
TEACHER for ENGLISH, Scale 1, required January, 1976.
Further details from the Head (stamped addressed envelope).

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
THORNES HOUSE SCHOOL
Wakefield
Required for January, 1976, a TEACHER of ENGLISH, Scale 1, to join an experienced Department in this 13 to 18 Comprehensive School of nearly 1,200 students. Work for G.C.E. and C.S.E. is available for suitable applicants.
Please apply by letter (no forms) to the Headmaster at the school stating details of age, experience and qualifications and the names and addresses of two referees.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
COLTON HILLS SCHOOL
Required for January, 1976 —
ENGLISH, SCALE 1. Graduate preferred with the possibility of examination work for a suitably qualified teacher.
Colton Hills is a comprehensive school of some 1,650 pupils, with 150 in the Sixth Form. The Middle and Upper Schools moved into purpose-built accommodation in September, 1975.
Applications by letter (no forms) giving details of qualifications and curriculum vitae within seven days of this advertisement to Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 [illegible].

Geography
Heads of Department

BEXLEY
(London Borough of)
SIDCUP SCHOOL FOR GIRLS
(Roll 640)
HEAD of GEOGRAPHY. TEACHER required for January 1976. Scale 2 allowance depending on experience and ability.
London Area Allowance £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications to the Chief Education Officer (T.7), Town Hall, Crayford, Kent.

WARWICKSHIRE
EDUCATION DEPARTMENT
NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road, Bedworth
(1,082 on roll)
Required for January 1976, HEAD of GEOGRAPHY DEPARTMENT. Scale 4. Geography and Geology are taught to "A" level. New syllabuses have been introduced recently in both subjects. The Schools Council Geography for the young school leaver projects have been adopted as the basis of C.S.E. Mode 3.
Application forms and further particulars available from the Headmaster.

Other Posts on Scale 2 and above

AVON COUNTY
ST. GEORGE SCHOOL
Russell Town Avenue, Bristol BS5 9JH
(1,080 on roll with 90 in Sixth Form)
Required for January, 1976, a TEACHER of GEOGRAPHY (Scale 2) to teach in the Upper School and share the subject to "A" level. An interest in Fieldwork and Geology is essential.
The Social Priority Allowance is payable.
Apply by letter to the Headmaster giving names of two referees.
A temporary appointment for two terms would be considered.

BARNET
(London Borough)
WOODHOUSE SCHOOL
Woodhouse Road, North Finchley
N12 9EY
01-445 1910 (3 f.e. Roll 650:
Sixth Form 195)
Required January, 1976.
Applications invited from experienced and good honours graduates for the post of SECOND TEACHER in GEOGRAPHY.
Geography is taught throughout the school to the "O" and "A" levels of the G.C.E. Scale 2 allowance available for suitably qualified and experienced candidate.
In approved cases assistance may be given by way of [illegible] removal expenses and lodging allowances.
Application forms (and full details) obtainable from the School should be completed and returned to the Headmaster as soon as possible.
J. Dawkins, Director of Educational Services.

BRENT
(London Borough of)
WILLESDEN HIGH (MIXED) SCHOOL
Doyle Gardens, NW10 3ST
(Roll 1,700, 11-18, Social Priority School)
Required in January or earlier if possible for this comprehensive school
GEOGRAPHY TEACHER interested in teaching some Geology for suitable candidate to "O" and "A" level work is immediately available. The work is almost entirely with 3rd year pupils and above. Scale 2 available to suitable candidate.
The London Allowance is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within 7 days, giving age, present post, qualifications, experience and referees.

CROYDON
(The London Borough of)
EDUCATION COMMITTEE
invite applications from suitably qualified and experienced teachers.
RIDDLESDOWN HIGH SCHOOL
Honister Heights, Purley, Surrey
Tel: 01-668 [illegible]
Head: Mr H. Goss, B.Sc.
Tenable: 1st January, 1976.
TEACHER of GEOGRAPHY required for this mixed comprehensive school of 1,250 pupils. Ability to teach Drama up to G.C.E. "O" level is essential for this appointment.
Salary—Burnham Scale 1 or 2 with London Area Allowance according to experience.
Reasonable removal expenses will be reimbursed (details on request).
Further information and application forms obtainable from the school either by written or telephoned request.

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Sunday News (Belfast)

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Derek Jewell guides you round the panorama of pop today. Double play cassette.
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Four stories from the master of the macabre, read by Edgar Lustgarten.
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"Mr. Lustgarten succeeds admirably"—*The Times Educational Supplement.*

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Specially adapted by John Peter, starring Peter Jeffrey and Timothy Bateson.
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"John Peter, who has the adaptation, has done a very skilful job"—*Kaleidoscope, BBC Radio 4.*

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Felix Aprahamian explains and Colin Tilney plays.
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SECONDARY
Geography continued

LONDON
CENTRAL FOUNDATION BOYS' GRAMMAR SCHOOL
Cowper Street, London EC2A 4AP
(Near Old Street Station)
Required to begin in January: a TEACHER of GEOGRAPHY (man or woman) in this three-form entry voluntary-aided Grammar School. The post is a temporary one for the Spring and Summer terms only, but with the possibility of a permanent appointment from September.
For an applicant of appropriate qualifications and experience the work would include the teaching of the subject throughout the School, including a substantial share of "A" level work, and could command a Scale 2 salary.
Apply by letter only, to the Headmaster at the School, enclosing a full curriculum vitae and the names and addresses of two referees.

Scale 1 Posts

BERKSHIRE
WOKINGHAM DISTRICT
WAINGEL'S COPSE SCHOOL
(WBH1455)
Denmark Avenue, Woodley, Berks.
Required for January, 1976: TEACHER of GEOGRAPHY to join a forward-looking department in this mixed Comprehensive School (1,100 at present on roll). Modern courses throughout the school, including Geography 14-18, Geography for the Young School Leaver. Ability to assist with Games would be an advantage.
Application forms and further particulars from the Headmaster (stamped addressed envelope, please).

CAMBRIDGESHIRE
PETERBOROUGH AREA
WALTON COUNTY SECONDARY SCHOOL
Mountsteven Avenue, Peterborough
(Co-educational: Roll 1,300)
Comprehensive from September, 1976.
Required for January, 1976:
TEACHER for GEOGRAPHY—Scale 1 post.
Applications are invited for this post in an interesting and expanding department.
The school, all on one site, has excellent facilities throughout.
There is a possibility of assistance being given with housing and removal expenses in appropriate cases.
Applications should be made by letter giving curriculum vitae and the names and addresses of two referees to the Headmaster, Mr. W. G. Wood, B.Sc. (Econ.), as soon as possible.

HAMPSHIRE
PORTSMOUTH AREA
PRIORY SCHOOL
Fawcett Road, Southsea,
Hants PO4 0DL
(1,240 on roll)
A TEACHER of GEOGRAPHY and Geology Scale 1 is required for January, 1976. The successful applicant will be required to teach Geography throughout the school, and Geology in the Fourth and Fifth Years to "O" level and C.S.E.
Apply by letter to the Headmistress at the school giving details of qualifications and experience and the names and addresses of two referees, as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
ST. MICHAEL'S R.C. (V.A.) BOYS' SCHOOL
Sandown Road, Stevenage
(All-ability)
TEACHER required January to teach principally GEOGRAPHY to "O" level. Suitable for first appointment. Write to the Headmaster with curriculum vitae and names of two referees.
Further particulars are available. Removal expenses may be paid.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
BRANSHOLME HIGH SCHOOL
Head, C. E. Daniels, M.A.
Required for January, 1976, a MASTER or MISTRESS, well qualified in GEOGRAPHY, to join a team of eight specialists.
An interest in new approaches is desirable and a willingness to adapt to new ideas and participate in fieldwork is essential.
The department operates two C.S.E. Mode 3, "O" and "A" level Geography and Geology courses.
This sixteen-form entry comprehensive school for boys and girls aged 13 to 18 years opened in new buildings in September, 1969.
Application forms and further particulars may be obtained from Bransholme High School, [illegible] Road, Bransholme, Kingston upon Hull HU7 4PW, to whom completed forms should be returned by 14th November, 1975.

LONDON, S.E.16
BACON'S SCHOOL
[illegible] Road
GEOGRAPHY
Required in January, 1976, a full-time TEACHER of Geography (Scale 1) in this six form entry mixed comprehensive school. An interest in, and willingness to assist with, Geographical Field Studies would be a recommendation. High standards of behaviour and appearance are maintained.
Apply to the Headmaster at the school giving full details and names of two referees.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
MANVERS PIERREPONT COMPREHENSIVE SCHOOL
Carlton Road
Nottingham NG3 2NR
Headmaster: I. N. Craig, D.L.C., N.D.D.
Mixed, 1,004 (11 to 16)
For January, GEOGRAPHY. Scale 1. Social Priority Allowance payable.
Applications (no forms) to the Headmaster as soon as possible. Closing date, November 14, 1975.

WEST YORKSHIRE
WAKEFIELD GIRLS' HIGH SCHOOL
(Direct Grant Grammar School, 720 girls)
Required in January 1976 a GEOGRAPHY SPECIALIST to share the teaching of the subject throughout the school. This could be a temporary appointment.
Apply Headmistress giving qualifications and names of referees.

History
Heads of Department

NORTH YORKSHIRE
(County of)
THE WENSLEYDALE SCHOOL
Richmond Road, Leyburn
Required for Easter, 1976, or earlier if possible —
An experienced and well-qualified TEACHER of HISTORY to take charge of the Department. Courses leading to C.S.E., G.C.E. "O" level G.C.E. and [illegible] "A" level are offered. Scale 3 post.
Further details and application forms, which should be returned within 14 days, from the Headmaster at the school.

Other Posts on Scale 2 and above

BEXLEY
(London Borough of)
CHISLEHURST AND SIDCUP GRAMMAR SCHOOL
(Roll 810 boys and 130 girls)
Required as early as possible in 1976 qualified TEACHER of HISTORY to teach the subject up to and including "A" level with British Government and Economic History additional subjects if possible. Scale 2 post available for suitable applicant.
L.A.A. £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications to the Chief Education Officer (T.7) Town Hall, Crayford, Kent.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
CHATHAM ST. JOHN FISHER R.C. SECONDARY SCHOOL.
Ordnance Street
(Roll 615 Mixed)
HISTORY/SOCIOLOGY TEACHER required for January, 1976, assistance with some games periods an advantage.
Established C.S.E. and G.C.E. courses.
Scaled post available for suitable candidate—first appointment will be considered.
This is an expanding school scheduled to become an Upper School in the Medway reorganization.
It occupies modern buildings in a very central position. Generous grants for removal, lodging and disturbance expenses.
Applications to the Headmaster—two referees.

LEICESTERSHIRE
COMPREHENSIVE SCHOOLS
(In the Leicestershire Plan for the organisation of secondary education)
Upper 14-18
JOHN CLEVELAND COLLEGE
Butt Lane, Hinckley
(Roll 2,085)
HISTORY
Scale post available for suitably qualified.
For all levels.
Apply (no forms) with full particulars and names and addresses of two referees to the Head from whom further details can be obtained.

Scale 1 Posts

BRADFORD (City of)
METROPOLITAN COUNCIL
RHODESWAY SCHOOL
Applications are invited from suitably qualified TEACHERS for the post of TEACHER of HISTORY. The school is a 13 plus to 18 plus Comprehensive School of 1,200 pupils, of whom 100 are in Form 6. The work will be with all ability ranges up to and including "O" level of the G.C.E. The post carries a Scale 1 salary.
The school is housed in modern buildings with every facility for modern education, including its own swimming pool.
Application forms may be obtained from the Principal Staffing and Training Officer, Directorate of Educational Services, 31-39 Piccadilly, Bradford BD1 3TA, and should be returned to the Headmaster, Rhodesway School, Oaks Lane, Allerton, Bradford BD15 7RU as soon as possible.
Reference ET 1408 75/TES.

DERBYSHIRE
BUXTON COLLEGE
Buxton, Derbyshire
(This six-form entry, 11 to 19 boys' comprehensive school is situated in the delightful countryside of the High Peak)
Required for Easter, 1976, or as soon as possible before:—
A well-qualified TEACHER of HISTORY (Scale 1). This post will give opportunity for a young teacher to gain experience in mixed ability and more traditional school situations with strong guidance from a well-organized and equipped department. Initially the post will include teaching to "O" level and C.S.E. groups together with integrated History/Geography work in the first year Humanities course. Sixth form teaching could be available for a suitably qualified candidate.
Applications by letter to the Headmaster as soon as possible giving details of qualifications, experience and interests. The names and addresses of two referees should be enclosed.

HEREFORD AND WORCESTER
EDUCATION COMMITTEE
WORCESTER GRAMMAR SCHOOL FOR GIRLS
(Five-form entry).
Spetchley Road, Worcester, WR5 2LU
Required in January, 1976, GRADUATE to share the teaching of HISTORY throughout the school and to University entrance level. Scale 1 appointment.
Please apply to the Headmistress in writing as soon as possible, giving the names and addresses of two referees and enclosing a stamped addressed envelope (foolscap).

HILLINGDON
(London Borough of)
MANOR SCHOOL
Warrender Way, Ruislip, HA4 8EE
(Number on Roll 750)
Head Teacher, L. S. Miller, M.A.
Required for January, 1976, TEACHER for HISTORY. An opportunity exists to teach the subject throughout the school up to examination level.
Manor School is situated in a good residential area close to Ruislip High Street.
Application forms from and returnable to the Headmaster.
London Allowance payable.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
GREAT YARMOUTH GRAMMAR SCHOOL
(Number on roll, 700)
Headmaster, Mr. P. F. Marsden, M.A.
Salisbury Road, Great Yarmouth
Norfolk NR30 4LS
Scale 1 Graduate TEACHER of HISTORY required.
Letters of application together with the names, addresses and telephone numbers of two referees to be sent to the Headmaster as soon as possible.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
CASTLEFORD, AIREDALE HIGH SCHOOL
Crewe Road, Castleford
(Mixed comprehensive: 1,360 pupils on roll: 13 to 18)
Required for January, a man or woman to teach HISTORY (Scale 1) to pupils throughout the age and ability range.
Further information about the position and application forms may be obtained from the Headmaster at the school.

Humanities
Other Posts on Scale 2 and above

JERSEY
STATES OF JERSEY EDUCATION COMMITTEE
LES QUENNEVAIS SCHOOL AND COMMUNITY CENTRE
(Roll 701)
Principal: L. [illegible]
TEACHER OF HUMANITIES (Scale 2)
Required for January, 1976, a well-qualified and experienced teacher as second in a strong Humanities Department/Resources complex to take a leading development role in team-teaching, resource-centred learning and administration.
Application forms and further details from Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, C.I., to be returned to the Principal.

Scale 1 Posts

DEVON
[illegible] SCHOOL AND COMMUNITY COLLEGE
(No on Roll [illegible], Group No. 9)
ASSISTANT TEACHER Scale 1, from January, 1976 or sooner required to teach GEOGRAPHY with HISTORY in the first year. Purpose built Humanities Dept., integrated teaching in the first year. Geography work up to and including "O" level and C.S.E.
Application forms (stamped addressed envelope foolscap) from Headmaster returnable by 14th November.

Mathematics
Heads of Department

GLOUCESTERSHIRE
COUNTY COUNCIL
LINDEN MIXED SECONDARY SCHOOL
Gloucester
(750 on roll)
MATHEMATICS
Required for April, 1976: a HEAD of Mathematics (Scale 3).
Application forms (stamped addressed envelope) from Headmaster to whom completed forms should be sent.

Other Posts on Scale 2 and above

BARKING
(London Borough of)
EASTBURY COMPREHENSIVE SCHOOL
(Roll: 1,200)
Dawson Avenue, Barking, Essex
Required April 1976:
MATHEMATICS — Second-in-the-Department of this eight form entry coeducational school. S.M.P. fully established throughout the school and a work card scheme has recently been introduced in the first two years.
Scale 3 plus £152 for S.P.A. and London Allowance.
Reimbursement of removal expenses in approved cases.
Application forms obtainable from the Headteacher at the school returnable by 13th November 1975.

BEXLEY
(London Borough of)
ERITH SCHOOL (Mixed)
(Roll: 1,961)
TEACHER for S.M.P. MATHEMATICS, taught throughout the school, and required for courses to C.S.E. and G.C.E. ordinary and advanced level. Scale 2 allowance available for suitably qualified candidate.
L.A.A. £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications to the Chief Education Officer (T.7), Town Hall, Crayford, Kent.

BROMLEY
(London Borough of)
EDUCATION COMMITTEE
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
HAYES SCHOOL
(Six-form entry co-educational 11-19 years)
West Common Road, Hayes, Bromley, Kent, BR2 7DB
Required for January or April, 1976, Graduate MASTER/MISTRESS to teach MATHEMATICS. Scale 2, plus £267 London Weighting. The school has a large sixth form with well-established courses to "A" level.
It is hoped to recruit an able and enthusiastic teacher who would enjoy working in a disciplined and responsive environment. The school easily fills all ability levels of a balanced intake drawn from an attractive neighbourhood, convenient to London but adjacent to extensive wooded common land on the edge of the countryside.
Application forms and further particulars may be obtained from the Headmaster, Dr. J. S. [illegible], to whom completed forms should be returned as soon as possible. (Tel. 01-462 2767).

DEVON
OTTERY ST. MARY, THE KING'S SCHOOL
(Roll: 725)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for MATHEMATICS. To teach throughout the school to "O" and "A" level. A temporary post would be considered.
Scale II post.
The successful applicant will be expected to take up the appointment in January, 1976.
Letters of application with two referees to Headmaster, The King's School, Ottery St. Mary, returnable by 14th November, 1975.

DORSET
PORTCHESTER SECONDARY BILATERAL BOYS' SCHOOL
Harewood Avenue, Boscombe East, Bournemouth
(701 on roll)
Required January, 1976: TEACHER of MATHEMATICS. Scale 2 or Scale 3 post will be available according to experience. Well established G.C.E. and C.S.E. courses involving S.M.P. Mathematics. Temporary appointment for 1 or 2 terms could be considered. Assistance with removal and legal expenses for permanent appointment only.
Apply immediately to Head Teacher, telephone Bournemouth [illegible].

EALING
(London Borough of)
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex
Required in January, or as soon as possible, a TEACHER for MATHEMATICS to join a large and flourishing department. There is ample scope for an ambitious person to play a full and active part in a thriving school. A candidate with a special interest in any particular area can be considered including sixth form work. Scale 2 or possibly Scale 3 post available for suitably experienced candidate.
London Allowance £351.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Forms obtainable from the Head at the school to be returned as soon as possible. (Tel: 01-864 [illegible]).

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE QUEEN ELEANOR SCHOOL
[illegible] Drive, Waltham Cross
All-ability, ages 11-18
Number on roll [illegible]
ASSISTANT TEACHER, full-time or part-time, for MATHEMATICS. Scale 2 or Scale 1 depending on experience. S.M.P. (modified) course, "O" level and C.S.E. courses. Developing Sixth form. London fringe allowance.
Please write to the Headmaster giving a curriculum vitae stating the names, addresses and telephone numbers of two referees.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
CHELMSFORD SCHOOL
Chelmsford Avenue, Grimsby
(Number on roll 700)
Headmaster: Mr. R. G. Jones, B.A.
Required for January, 1976, TEACHER of MATHEMATICS (Scale 2: Social Priority Allowance). To be second in the department of five full-time staff in this eight-form entry mixed Comprehensive School. Age range 12 to 17. Small sixth year started. A well qualified graduate with good experience in examination work could be offered (Scale 3).
Application forms and further information obtainable from the Head Teacher of the school to whom they should be returned within 10 days of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
CHATHAM—CHRISTCHURCH SECONDARY SCHOOL FOR GIRLS
Magpie Hall Road
Required for Spring Term 1976 or earlier if possible. TEACHER as ASSISTANT to ADVISER/HEAD of MATHEMATICS DEPARTMENT. Kent Mathematics Project flourishes in this department. Scale 3 post available to suitable applicant. Social Priority Schools allowance also payable.
Applications by letter to the Headmistress quoting two referees please.

TUNBRIDGE WELLS DIVISION
TUNBRIDGE WELLS—SANDOWN COURT SCHOOL
Secondary Mixed—1,050 on Roll
Required in January, 1976, MASTER or MISTRESS to teach MATHEMATICS throughout the school. Courses to C.S.E., and G.C.E. "O" and "A" Levels, with a Modern Mathematics basis up to Sixth form work. This is a Scale 2 post for suitably qualified and experienced candidate.
Apply by letter giving full details, together with names and addresses of two referees, to the Headmaster at the school.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
CENTRAL AREA
WYMONDHAM SCHOOL
Folly Road, Wymondham, Norfolk
(Roll: 1,112)
Headmaster: Mr. J. Sims, B.Sc.
Scale 2 post—Experienced man or woman to teach MATHEMATICS at all levels in this expanding mixed all-ability school. "O" level and C.S.E. courses following a mainly traditional syllabus, are well established.
Required as soon as possible and by Easter 1976 at the latest.
Application forms from the Headmaster.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for January, 1976 —
McENTEE SENIOR HIGH SCHOOL
Billet Road, London E17 5DP
Headmaster, Mr. W. H. Gray, B.A., F.R.G.S., J.P.
MATHEMATICS TEACHER is required for this Mixed Senior High Comprehensive School (14 to 19 years). C.S.E. Mode 3, G.C.E. "O" and "A" level work available. Applicants should be qualified to teach "A" level statistics. An interest in [illegible] an advantage. Scale post available for suitably qualified and experienced candidate.
Application forms obtainable from the Head Teacher.

31 Oc 75

SECONDARY
Mathematics
continued

WILTSHIRE
EDUCATION COMMITTEE
THE HEADLANDS SCHOOL
Cricklade Road, Swindon
Headmaster, David Terry

Required for January —
TEACHER of MATHEMATICS, Scale 2, for experienced teacher, but College Leavers may apply for Scale 1 post.

The Headlands is a mixed 14 to 18 comprehensive, with a roll of 790, including 170 in the Sixth Form. G.C.E., "O" and "A" level available.

Removal grant up to £75.

Letter of application to the Chief Education Officer, Education Department, Wyvern House, Theatre Square, Swindon SN1 1QH.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
ALDERSLEY SCHOOL
Required for Easter, 1976:
Group XI
Faculty of Maths and Science.
Scale 3 PRINCIPAL TEACHER of MATHEMATICS

This mixed 11 to 18 comprehensive school opened in September, 1975, and moved into new purpose-built accommodation in September 1976.

Application forms and further details available from Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DQ, to whom they should be returned within 10 days of this advertisement (stamped addressed envelope please).

Scale 1 Posts

AVON COUNTY
MARLWOOD SCHOOL
Vattingstone Lane, Alveston, Bristol

MATHS TEACHER (temporary) required for Spring and Summer terms to take mainly Lower/Middle school forms in mixed purpose-built 11 to 18 comprehensive (976 on roll) five miles north of Almondsbury motorway interchange.

Further details (stamped addressed envelope) from Headmaster to whom applications with details of qualifications/experience and names of two referees should be sent as soon as possible.

BERKSHIRE
EASTHAMPSTEAD PARK SCHOOL
serving Bracknell New Town: new co-educational comprehensive school. First intake now in fourth year—780 pupils.

Required in January, 1976, TEACHER of MATHEMATICS. Interest in Modern Mathematics essential. Mixed ability groups in first two years.

Possibility of assistance with removal expenses and housing in approved cases. London Fringe Allowance of £141 per annum.

Forms and details from the Principal, Easthampstead Park Educational Centre, Wokingham RG11 3DF.

BEXLEY
(London Borough of)
ERITH SCHOOL
(Mixed, roll 1,961)
TEACHER for S.M.P. MATHEMATICS taught throughout the school required for courses to C.S.E. and G.C.E. ordinary and advanced level.

CRAYFORD SCHOOL
(Mixed, roll 875)
MATHEMATICS TEACHER required for January, 1976

London allowance allowed, £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Applications to the Chief Education Officer (T.7) Town Hall, Crayford, Kent.

BIRKENHEAD
ST. ANSELM'S COLLEGE
Direct Grant R.C. Grammar School for Boys
Required for January, 1976: GRADUATE to assist in the teaching of MATHEMATICS to "A" and "O" Levels. Graded Post according to qualifications and experience.

Applications to Headmaster.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
SALTASH COMPREHENSIVE SCHOOL
Saltash, Cornwall PL12 4AY
(1,050 boys and girls, 11 to 18)
Headmaster, J. G. P. Edwards, M.A.
MATHEMATICS. Scale 1
Required in January, 1976, MASTER/MISTRESS to teach MATHEMATICS to 11 to 14-year-olds in the first instance. Based in the Lower School and with opportunity of Senior work at a later stage.

Application forms from Headmaster.

K. Craig, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

DERBYSHIRE
EDUCATION COMMITTEE
PARKFIELDS SCHOOL
Prince Charles Avenue, Derby DE3 4LR
Required for January 1976 a TEACHER for MATHEMATICS at least to ordinary G.C.E. and C.S.E. level, Scale 1.

Apply immediately to the Head Teacher at the school giving names of two referees.

DEVON
PLYMSTOCK SCHOOL
Church Road, Plymstock, Plymouth
Telephone: Plymouth 42679
Mixed 11 to 18 Comprehensive (1,350 on roll, 200 in Sixth)
Wanted for January, 1976, MATHEMATICS TEACHER. Vacancy due to promotion.

DEVONPORT HIGH SCHOOL FOR BOYS
Paradise Road, Stoke, Plymouth
(840 on roll)
A TEACHER required for January, 1976, at this boys' grammar school to teach MATHEMATICS throughout the school to Advanced level. The appointment will be as second in department with a Scale 3 allowance.

Application forms (stamped addressed envelope) from Headmaster, returnable to him with curriculum vitae within 14 days.

GLOUCESTERSHIRE
COUNTY COUNCIL
LINDEN MIXED SECONDARY SCHOOL
Gloucester
(750 on roll)
MATHEMATICS
Required for January 1976 a temporary TEACHER of MATHEMATICS for one term only.

Application forms (stamped addressed envelope) from Headmaster to whom completed forms should be sent.

HAMPSHIRE
GOSPORT FAREHAM AREA
BRIDGEMARY SCHOOL
Wych Lane, Gosport PO13 0JN
(11 to 16 Comprehensive mixed 1,027 on roll)
MASTER/MISTRESS to teach in large, well-equipped MATHEMATICS DEPARTMENT
S.M.P., Traditional, Computer Studies, Money Management. Well-equipped mathematics laboratory.
Courses established to C.S.E. "O" and "A". Good in-service training.

Please write to the school, giving curriculum vitae and the names and addresses of two educational referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

HAMPSHIRE
EDUCATION COMMITTEE
PRIESTLANDS SCHOOL
Lymington
(Comprehensive 11 to 16, 900 roll)
Required January, 1976, or before, TEACHER of MATHEMATICS. A part-time or temporary appointment would be considered.

Please apply immediately by letter of application giving details of qualifications and experience to the Headmaster, Priestlands School, North Street, Lymington, Hants.

HERTFORDSHIRE
SIR JAMES ALTHAM SCHOOL
Chilwell Gardens, South Oxhey, Watford
Roll 790. Mixed. All-ability
Required January, TEACHER of MATHEMATICS, Scale 1. Further particulars available. Fringe allowance. Possibility of housing being available.

Apply by letter to Headmaster, with curriculum vitae, and naming two referees.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
GOOLE GRAMMAR SCHOOL
Boothferry Road, Goole.
Headmaster: P. L. Reed
(Number on Roll: 1,310)
Applications are invited for a post which becomes vacant in January to teach MATHEMATICS, within the Faculty of Mathematics and Science. This school is a 13 to 18 comprehensive upper school, and all students follow courses in the subject as part of their "core" studies. There would be opportunities to teach students of all abilities up to 16+; in addition, the post would also involve teaching the "O" level course in Additional Mathematics to older students. The basic approach throughout the school is based on S.M.P. Mathematics. A Scale 2 post for a candidate with suitable qualifications and experience.

Application forms, obtainable from the Headmaster, should be returned by November 7, 1975.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
HUNTCLIFF SECONDARY SCHOOL
Kirton Lindsey, near Gainsborough DN21 4NN
Headmaster J. Rawlinson, B.A.
(Number on roll, 560)
Required for January, 1976, TEACHER for MATHEMATICS, SCALE 1.

The school is situated in a rural area and offers pleasant teaching facilities.

Application forms, obtainable from the Divisional Education Officer, Civic Centre, Scunthorpe, should be returned to the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
FORT PITT SCHOOL FOR GIRLS
Fort Pitt, Chatham, Kent
710 girls
Required January, 1976, a TEACHER of S.M.P. MATHEMATICS up to Fifth Year. The post is for one year in the first instance but there is a possibility of this being extended.

This is a four-form entry girls' school with a selective intake. Please state other subject(d) offered.

Applications at the earliest possible opportunity to the Headmistress at the school stating addresses and telephone numbers of two referees.

The school is five minutes' walk from Chatham station. The journey to London takes approximately 50 minutes.

LEICESTERSHIRE
SELECTIVE SCHOOLS
Secondary 11 to 16
LANCASTER BOYS SCHOOL
Off Knighton Lane East, Leicester
(Roll 980)
ENGLISH and/or MATHS
[illegible]

Apply (no forms) with full particulars and the names and addresses of two referees to the Head from whom further details can be obtained.

LONDON, W.12
BURLINGTON-DANES C.E.
This school is being formed by the combination of two Voluntary Aided Grammar Schools on adjacent sites and will begin to recruit children with a wider range of ability in 1976. There will be six forms of entry. Very large academic sixth form.

Wanted for January, 1976, or as soon as possible afterwards: a MATHEMATICS TEACHER (a graduate is not essential) to share in the teaching of a large and successful Mathematics Department. The appointed candidate will be based in the present St. Clement Danes Grammar School, now a four-form entry boys' school. The appointment will initially be on a temporary basis for two terms, but there is a strong possibility of a permanent post being created in September. Ability to assist in games would be an advantage.

Applications (no forms) with a copy of a recent testimonial and names of two referees should be sent to the Acting Headmaster, St. Clement Danes Grammar School, Du Cane Road, London W12 [illegible]

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Browning Road, London E12 6EY
(1,502 mixed on roll)
Headmaster: Mr. R. G. H. Andrews, B.A.
Required January, 1976:
TEACHER to be responsible for MATHEMATICS—Scale 1.
Burnham Scale.
Plus London Allowance £361.
Plus Social Priority Allowance £201 or £276.

For further particulars and application forms please contact Mr. R. G. H. Andrews at the school (Tel.: 01-478 8024).

Completed application forms should be returned to the undersigned (quoting TES) as soon as possible.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

NORTH YORKSHIRE
(County of)
JOSEPH ROWNTREE SCHOOL
New Earswick, York
A voluntary controlled, coeducational, 11 to 18 comprehensive (980 on roll), which draws from a residential area 2½ miles from York. Years 1 to 3 are fully comprehensive.

Required for January, or Easter, 1976:
A MATHEMATICS TEACHER, Scale 1 or 2, required to teach S.M.P. MATHEMATICS in years 1 to 5. An ability to teach C.S.E. computer studies would be an advantage. There is also a small sixth form "O" level traditional mathematics group.

Apply to the Headmaster at the school, giving curriculum vitae and the names of two referees.

OXFORDSHIRE
PEERS SCHOOL
Oxford OX4 5JY
(Roll 1,100)
This is a mixed comprehensive Upper School for pupils aged 13 to 18, three miles from the centre of the City. The roll includes a Sixth Form of about 130.

A major building programme has just been completed giving the School excellent facilities in all subject areas.

Required for January, 1976, a full or part time TEACHER of MATHEMATICS. This is a temporary post for 1 or 2 terms, to replace a teacher who has been promoted. The teaching time-table includes Mathematics over the whole ability range, with some teaching to "A" level, and Computer Studies to "O" level.

Because of the size and flexibility of the Department, applications are invited from Teachers able to cover all or part of this programme.

Applications, together with qualifications, curriculum vitae and names of two referees should be sent to the Headmaster as soon as possible.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
ASTON COMPREHENSIVE SCHOOL
Mixed, 11 to 18
(Approximately 1,450 on roll, 100 in Sixth Form)
Required for January, 1976 —
TEACHER for MATHEMATICS (S.M.P.), Scale 1.

To teach across the full age/ability range up to "A" level. Applicants for a temporary post will be considered.

Application forms available from the Principal Recruitment Officer (Education), Room 7, Top Floor, Municipal Offices, Howard Street, Rotherham. Telephone: Rotherham 2121 Ext. 3567.

R. W. Ellis, Director of Personnel Resources.

SHEFFIELD
EDUCATION
WALTHEOF SCHOOL
Beaumont Close, Sheffield, S2 1RY
A 12-18 Comprehensive
Required for January, 1976, an ASSISTANT TEACHER for MATHEMATICS, preferably with GEOGRAPHY or P.E. as a second subject. Scale 1 with Priority School Allowance.

Application forms may be obtained from the Headmaster to whom they should be returned as soon as possible.

SHEFFIELD
EDUCATION
BRADFIELD SCHOOL
Kirk Edge Road, Worrall, Sheffield, S30 3AE
An 11-18 Comprehensive
Required for January, 1976, a TEACHER of MATHEMATICS. Scale 1.

CITY SCHOOL
Stradbroke Road, Sheffield S13 8SS
An 11-18 Comprehensive
Required for January, 1976, for a period of 10 weeks, a part-time TEACHER of MATHEMATICS—2½ days a week. Scale 1

Application forms are obtainable from the Headteacher to whom they should be returned as soon as possible.

WARWICKSHIRE
EDUCATION DEPARTMENT
COLESHILL SCHOOL
Coventry Road, Coleshill
(1,189 on roll)
Required for January, 1976: TEACHER of MATHEMATICS. Apply direct to Headmaster (no forms).

WARWICKSHIRE
EDUCATION DEPARTMENT
ST. THOMAS MORE SCHOOL
Greenmoor Road, Nuneaton
(440; mixed; 11 to 16)
[illegible]
Required as soon as possible, a TEACHER of MATHEMATICS with PHYSICS and CHEMISTRY. Well-equipped specialist facilities: C.S.E. and "O" level courses offered.

Apply immediately by letter to the Headmaster, giving full personal and professional details, together with names of two referees.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
THE REGIS SCHOOL
Required for April, January or earlier if possible:—
MATHEMATICS, SCALE 1

The school is a single-site eight-form entry mixed comprehensive school situated on the semi-rural residential west side of Wolverhampton. The school and department cover the whole range of abilities including "A" and "S" level examination work.

This post would suit a well-qualified entrant to the profession or an established young teacher seeking advancement, through VI Form work.

Application by letter (no forms) giving details of qualifications and curriculum vitae within seven days of this advertisement to Director of Education, Education Offices, St. [illegible] Square, Wolverhampton [illegible]

Modern Languages

Heads of Department

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS
ECCLESBOURNE HIGH SCHOOL FOR GIRLS
Ecclesbourne Road, Thornton Heath, Surrey CR4 7HH
Tel.: 01-684 0116
Head: Mrs. J. M. Parr
Tenable: 1st January, 1976
HEAD of FRENCH DEPARTMENT required. Well equipped language laboratory.
Salary, Burnham Scale 2 within London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Applications on forms obtainable from, and returnable to, the Head Teacher at the above address as soon as possible.

HAMPSHIRE
GOSPORT-FAREHAM AREA
PORTCHESTER SCHOOL
White Hart Lane, Portchester, Fareham PO16 9BD
11 to 16 comprehensive mixed, 1,010 on roll.
HEAD of MODERN LANGUAGES—Scale 4. Principal subject French; second language to be introduced next September.

Please write to the school, giving curriculum vitae and the names and addresses of two educational referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

LEICESTERSHIRE
SELECTIVE SCHOOLS
SECONDARY 11 to 16
KING RICHARD III SECONDARY SCHOOL
Ellesmere Road, Leicester
(Roll 720)
HEAD of FRENCH
Scale 3.
From January to work in faculty of Humanities and to take charge of organisation of French to C.S.E. and possibly G.C.E. level. Temporary appointment considered.
Apply (no forms) with full particulars and names and addresses of two referees to the Head, from whom further details can be obtained.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
STOCKWOOD HIGH SCHOOL
Cutenhoe Road, Luton, LU1 3NH
Headmaster, Mr. T. Inman, B.A.
Required for April, 1976, TEACHER of FRENCH, preferably with German, but another subject considered. Scale 2.

This is an 11-18 mixed comprehensive school on a delightful elevated site on the south of Luton. Housed in modern buildings the school has many excellent facilities.

The Authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.

Application forms available from the Headmaster.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.

THE WALSINGHAM SCHOOL
Chipperfield Road, Orpington, Kent.
(Co-ed Comprehensive, 11 to 18, seven-form entry. Telephone: 01-300 1288)
Required for January, 1976 a MISTRESS/MASTER to teach FRENCH across the age and ability range. A scale 2 allowance is available for a suitable candidate. The Modern Languages Department is growing and at present offers French and German. Latin is taught in the Sixth Form. The school was reorganised and admitted its first comprehensive intake in September 1974. It has fine buildings dating from the early 1960s and is situated on an attractive 14 acre site. Application should be made immediately by letter to the Headmaster, Mr. R. E. Wilkinson, M.Ed., B.Sc., M.Inst.P., at the school, giving brief details of qualifications and experience together with the names and addresses of two referees.
Further details will then be sent.

DEVON
PLYMPTON GRAMMAR SCHOOL
Seymour Road, Plympton, Plymouth
Required for January, a TEACHER to teach FRENCH throughout this coeducational school of 810 pupils. Scale 2 post for suitably qualified and experienced candidate. A temporary appointment for one or two terms would be considered.

Application forms and further details (stamped addressed envelope) from the Headmaster, Mr. D. Hall, B.Sc., to whom completed forms should be returned as quickly as possible.

HAMPSHIRE
SOUTH-EAST AREA
WAKEFORD SCHOOL
Wakeford's Way, Havant
Hants PO9 5JJ
Comprehensive (Mixed) 11-18, 1,600 on roll
Applications are invited from suitably qualified and experienced candidates for the post of SECOND in the MODERN LANGUAGES Department, Scale 3. Candidates should offer German as a main subject, preferably with subsidiary French. Sixth Form work available. Facilities include a booth language laboratory. Vacancy is for January, 1976, or as soon as possible thereafter.

Closing date for applications is 14th November, 1975.

Application by letter to the Head, giving details of qualifications and experience, together with the names and addresses of two education referees. Further details obtainable from Head. Assistance with removal expenses in approved cases. Housing accommodation will be considered in appropriate cases.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON-UPON-HULL DIVISION
KINGSTON HIGH SCHOOL
Pickering Road, Kingston-upon-Hull
Head, Peter Heaton, B.A.
Required for January, if possible, or Easter, a MASTER or MISTRESS to teach FRENCH. This post is as second in the department at Scale 2. A well-qualified, experienced teacher is sought. Such a candidate will be offered a share of "A" level teaching.

Teaching experience with the Nuffield/Schools Council materials would be an advantage. The school is involved in the Joint Examination at 16 plus and a Grade Mode 3 French Language and Civilization examination. The school has a language laboratory.

Kingston is a mixed comprehensive school for about 900 pupils, aged 13 to 18 years. It is situated in a pleasant residential area on the western outskirts of the city.

Application forms and full particulars are available from the Head to whom completed forms should be returned by November 11.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SWANLEY SCHOOL
Swanley, Kent, BR8 7TE
Established large comprehensive school with a full range intake, mixed, 11-18.
Required in January: TEACHER for FRENCH. Full range of teaching available including "A" level. Scale 2 post for a teacher able to organize Lower School work (Years One and Two).
Application is by letter to the Headmaster at the school, giving details and naming referees.

FORT PITT SCHOOL FOR GIRLS
Fort Pitt, Chatham
717 girls, selective intake
(104 in Lower Sixth, 80 in Upper Sixth)
Required for January, 1976, an experienced MISTRESS to share in teaching of FRENCH throughout the school to "A" level and to be responsible for the Social Administration of the Upper Sixth form. Scale 3 post available.
Purpose-built Sixth Form accommodation is in the process of being completed. This is a new post and offers an excellent opportunity for a person of drive and imagination to make a valuable contribution to the life of the school.
Application naming two referees to the Headmistress at the school.

MEDWAY DIVISION
CHATHAM—ST. JOHN FISHER R.C. SECONDARY SCHOOL
(Roll 618 mixed)
Ordnance Street
TEACHER of FRENCH required for January, 1976. Established G.C.E. and C.S.E. Courses. Sixth Form work could be incorporated. Scaled post available for suitable candidate—first appointment will be considered. This is an expanding school scheduled to become an Upper School in the Medway reorganization. It occupies modern buildings in a very central position. Generous grants for removal, lodging and disturbance expenses.
Applications to the Headmaster—two referees.

WEST SUSSEX
COUNTY COUNCIL
SACKVILLE SCHOOL
Lewes Road, East Grinstead
Sussex
ASSISTANT, Scale 2, required as soon as possible as Second in Languages Department. FRENCH is the main language taught. The ability to offer a second language would be a recommendation but not essential. "A" level work is available. The Department is well equipped with modern teaching aids. This is a nine-form entry 11 to 18 mixed comprehensive school.
Removal and resettlement expenses in approved cases.
Particulars and application forms from the Head Teacher on receipt of a stamped addressed envelope.

Scale 1 Posts

AVON COUNTY
HARTCLIFFE SCHOOL
Bishport Avenue, Bristol BS13 0RL
(Mixed 11-18 Comprehensive)
Tel.: 0272 [illegible]
Required for January, TEACHER of FRENCH (part-time 4/10ths), temporarily (until July, 1976). Ability to offer German an advantage.
Further details on request.
Applications by letter immediately to the Headmaster giving the names and addresses of two referees and full curriculum vitae.

DERBYSHIRE
EDUCATION COMMITTEE
Lees Brook School, Morley Road, Chaddesden, Derby
MODERN LANGUAGES, Scale 1.
Required for January, 1976, TEACHER of MODERN LANGUAGES (FRENCH and/or GERMAN). Temporary post for two terms in this nine-form entry Comprehensive School. [illegible] equipment.
Further particulars and application forms from the school.

EALING
(London Borough)
EDUCATION SERVICE
REYNOLDS HIGH SCHOOL
Gunnersbury Lane, Acton W3 8EQ
Required as soon as possible, a TEACHER of FRENCH/GERMAN who is interested in developing courses in Mode III C.S.E. in Modern European Studies. A suitably experienced candidate would be given the higher scale and would be responsible to the Head of Department for the work in German.
London Weighting £301 plus Special Priority Allowance is payable.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.
Applications to the Head at the School as soon as possible.

HARINGEY
(Borough of)
ALEXANDRA PARK SCHOOL
Rhodes Avenue, N.22
Eight-form entry Comprehensive Mixed School, on two sites.
Post-war buildings
Required for January, 1976:
TEACHER of FRENCH and FRENCH STUDIES, to teach throughout the age and ability range. Growing department with good audio-visual aids and modern methods. Continental school journeys an integral part of the curriculum.
Vacancy due to marriage of present holder.
Re-advertisement (previous applicants need not re-apply).

CREIGHTON SCHOOL
Creighton Avenue, Muswell Hill, N.10
Mixed 11-18 Comprehensive school, Roll 1,600. Sixth Form of 220 pupils
MASTER/MISTRESS for GERMAN, with some FRENCH.
The successful applicant will be expected to teach German at "O" and "A" level.
The school is housed in two pleasant modern buildings on a fifteen acre site. It has a fully comprehensive intake and a stable staff.
Removal expenses—100 per cent allowed. London Allowance (£301) payable.
Forms of application (stamped addressed envelope) available from the undersigned to be returned to Head of school as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 [illegible]

HILLINGDON
(London Borough of)
BARNHILL COMPREHENSIVE SCHOOL
Owen Road, Hayes, Middlesex
(1,050 on roll; mixed; 71 in the sixth form)
Headmaster, J. M. Jefford, B.Sc.
Required for January 1976, well-qualified TEACHER of FRENCH, Scale 2, to share work throughout the school. An exchange trip has already been established and it is hoped that the person appointed would be willing to participate in this.
The school has a large modern language laboratory.
Application forms from, and returnable to, the Headmaster.
London allowance payable, 100 per cent removal expenses in appropriate cases and some help with temporary accommodation may be possible.

HUMBERSIDE
EDUCATION COMMITTEE
EAST RIDING DIVISION
HOWDEN SCHOOL
Derwent Road, Howden, Goole, N. Humberside
Required for January, 1976, a TEACHER of GERMAN. A Scale 2 post is available for a suitably experienced candidate. The ability to teach some French would be an advantage.
Howden School is a fully comprehensive (11 to 18) school of 720 pupils.
Application by letter in the first instance with the names of two referees should be sent to the Headmaster at the school as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
DARTFORD DIVISION
DOWNS (MIXED) SECONDARY SCHOOL
Green Street Green Road, Dartford
TEACHER for FRENCH. [illegible] Modern facilities, including language laboratory.
Applications to Headmaster.

MAIDSTONE DIVISION
THE CORNWALLIS SCHOOL
Linton, near Maidstone
(1,300; mixed; 11 to 17 plus school with comprehensive [illegible] school; some transfers to upper schools at 13 plus)
Required Easter, 1976, MASTER or MISTRESS for FRENCH.
Applications with curriculum vitae and naming two referees to the Headmaster.

LEICESTERSHIRE
COMPREHENSIVE SCHOOLS
In the Leicestershire Plan for the organisation of secondary education
High 11 to 14
BUSHLOE HIGH SCHOOL
Station Road, Wigston Magna
(Roll 724)
FRENCH
Scale 1
Required January for Spring term only. Temporary appointment. Full-time. Part-time considered.
Apply (no forms) with full particulars and names and addresses of two referees to the Head from whom further details can be obtained.

LONDON
LADY MARGARET SCHOOL
Parson's Green, Fulham, SW6 4UN
(Church of England Aided Grammar School of 400 girls of whom 100 are in the Sixth Form)
Required in January, a part-time TEACHER (.6) for two and a half days each week, qualified to teach FRENCH at least to G.C.E. Ordinary level. Sixth Form work available for a suitably qualified and experienced candidate.
Salary London Burnham Scale.
Letters of application, supported by a curriculum vitae and the names of referees, to the Headmistress as soon as possible.

LONDON, S.W.1
GREY COAT HOSPITAL
Greycoat Place, Westminster
Church of England, Voluntary Aided Grammar School
(640 girls)
Required for January, a qualified GRADUATE to teach FRENCH throughout the school to "A" level and University entrance. Willingness to assist with out-of-school activities including exchange visits abroad will be an advantage.
Apply by letter to the Headmistress as soon as possible, giving curriculum vitae and names of two referees.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
CENTRAL AREA
WYMONDHAM SCHOOL
Folly Road, Wymondham
(Roll 1,112)
Headmaster: Mr. J. Sims B.Sc.
Required January, 1976: FRENCH ASSISTANT Scale 1 post. To teach throughout the age and ability range.
Application forms from the Headmaster.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
MALTBY COMPREHENSIVE SCHOOL
11-18 Mixed, approximately 1,800 on roll with 200 in Sixth Form
Required as soon as possible—TEACHER for FRENCH—Scale 1, to teach throughout the school.
Assistance with either German Studies or European Studies desirable but not essential.
Application forms available from the Principal Recruitment Officer (Education), Room 7, Top Floor, Municipal Offices, Howard Street, Rotherham. Tel.: Rotherham 2121, Ext. 3567.
R. W. ELLIS, Director of Personnel Resources.

SHEFFIELD
EDUCATION
THORNBRIDGE SCHOOL
Thornbridge Avenue, Sheffield S12 3AB
(A 13 to 18 Comprehensive)
Required for January, 1976, a TEACHER of FRENCH to "A" level. Audio Visual method. Scale 1.
Application forms may be obtained from the Headmaster to whom they should be returned as soon as possible.

SURREY
SUTTON HIGH SCHOOL FOR GIRLS
GPDST
55 Cheam Road, Sutton, Surrey
Required either in January or September 1976:
An ASSISTANT to share in the teaching of French (full time) with German as second subject, an advantage throughout the school up to and including Advanced level.
Applications with testimonials as soon as possible to the Headmistress.

EXCHANGE POSTS in Europe 1976
See the advertisement, page 42 for details.

SECONDARY
continued

Music

Heads of Department

AVON COUNTY
MARLWOOD SCHOOL
Vattingstone Lane, Alveston, Bristol
Scale 3, required HEAD of MUSIC for January or April in mixed 11 to 18 Comprehensive in new buildings five miles north of Almondsbury motorway interchange. Applicants should indicate date of availability though this will not be a major consideration in making the appointment.
Further details (stamped addressed envelope) from Headmaster to whom applications (no forms in first instance) giving details of qualifications, experience and names of two referees should be sent as soon as possible.

BERKSHIRE
BEARWOOD COLLEGE
Wokingham.
DIRECTOR of MUSIC required for January or April 1976. Bearwood is a Public School of 340 boys (see P.S. Year Book 1975 p.716). There is a music centre with individual practice rooms for private instrumental tuition and practice, also a fine Chapel, excellent for choral work and having a two manual Compton organ.
Salary: Burnham plus boarding allowances.
The successful candidate would need to be enthusiastic and a good organizer. He would have the Headmaster's encouragement for the development of the department.
Please apply to the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
ST. MARY'S HIGH SCHOOL
Churchgate, Cheshunt EN8 9E0
(Group 10)
(All-ability, 850 pupils 11-18)
Applications are invited from well-qualified experienced candidates for the post of DIRECTOR of MUSIC (Scale III), London Fringe allowance. January, 1976. There is a detached Music School and at present the Music Department comprises two full-time and six part-time instrumental teachers.
Applicants should be in sympathy with the aims and objectives of a Church of England school.
Removal expenses are payable in approved cases.
Applications, with full curriculum vitae and details of two referees, to the Headmaster.

HUNTINGDON
HINCHINGBROOKE SCHOOL
DIRECTOR OF MUSIC
Scale 4
Required for September, 1976, or earlier, DIRECTOR of MUSIC, to organise the musical life of the school both in and out of school time. Plenty of scope for a man or woman of drive and enthusiasm to build on existing high standards in this large and well endowed school.
The School, which is voluntary controlled, grew out of Huntingdon Grammar School and has 1,620 pupils, 200 in the Sixth. Outstanding setting on the edge of Huntingdon includes Hinchingbrooke House and new buildings.
Apply by letter to the Headmaster giving full details of qualifications and experience. Please give the names of two referees and enclose one testimonial if available.

PLYMOUTH
PLYMOUTH COLLEGE (H.M.C.)
650 boys
Sixth Form 180
Required for September, 1976, DIRECTOR of MUSIC to take charge of a large, well-equipped department. Salary point on Burnham Scale according to experience.
Applications to the Headmaster, Plymouth College, Ford Park, Plymouth, PL3 4RR, from whom full details may be obtained.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
RYHOPE SCHOOL
Stockton Road, Ryhope
Sunderland, Tyne/Wear County
SR2 0LX
(11-18 Mixed comprehensive school of 1,260 pupils)
Required in January, 1976: An experienced and well qualified HEAD of MUSIC (Scale 3) to continue the work of developing the natural talents of pupils in creative musical activities for all tastes and abilities. Details of the department's work available on request.
Application forms, obtainable from the Headmaster on receipt of stamped addressed foolscap envelope, should be returned to him within 10 days of the appearance of this advertisement.
Removal expenses and temporary lodging allowance may be granted in the case of appointee from outside the Borough.
L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland SR2 7DN.

SUTTON
(London Borough of)
GAYNESFORD HIGH SCHOOL
Welbeck Road, Carshalton, Surrey SM5 1LP
HEAD of MUSIC required January, 1976. Scale 3 or 4 to suitable applicant. Music taught throughout school. Peripatetic instrumental teachers visit regularly. London allowance £267 per annum. Social Priority allowance £201 to £276 per annum. Assistance with removal expenses in approved cases.
Applications to Acting Head.

WARWICKSHIRE
EDUCATION DEPARTMENT
NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road, Bedworth
(1,568 on roll)
Required as soon as possible HEAD of MUSIC DEPARTMENT Scale 4. Music taught to "A" level. Class average not more than 25 in junior forms. Flourishing extra-curricular musical life.
Further details and application forms from Headmaster.

Other Posts on Scale 2 and above

BEXLEY
(London Borough of)
HOWBURY GRANGE SCHOOL
([illegible], Mixed)
MUSIC TEACHER required January, 1976. Scale allowance for suitably qualified applicant.
L.A.A. £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications to the Chief Education Officer (T.7), Town Hall, Crayford, Kent.

BUCKINGHAMSHIRE
WYCOMBE DIVISION
SIR WILLIAM BORLASE'S SCHOOL
Marlow
Founded 1624
Headmaster, R. R. Smith, M.A.
Required for January or Easter, 1976, MASTER to teach MUSIC with a view to introducing G.C.E. "O" and "A" level courses. The school has a chapel with a two-manual organ. Candidates should state what help they can offer with other subjects.
Removal expenses up to £150 and housing allowance pending removal are payable in approved cases.
Application by letter to the Headmaster as soon as possible.

CAMBRIDGESHIRE
CAMBRIDGE AREA
Applications are invited from TEACHERS of BRASS INSTRUMENTS wishing to join the County's team of instrumental teachers. Most of the work will be in secondary schools in the Cambridge area. There is a vigorous tradition of brass playing in the schools; work with orchestras, bands and the school's concert team are important features.
Salary Burnham Scale 2 or on the appropriate scale for instructors. Travelling expenses according to the authorized scale. The appointment will be from January or Easter 1976.
Further details and application forms from the Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP (stamped addressed envelope please) to whom they should be returned as soon as possible.

CROYDON
TRINITY SCHOOL
Croydon
(Independent, H.M.C. 760 boys)
Required for January or April, 1976, STRING PLAYER as ASSISTANT DIRECTOR OF MUSIC. The post involves training orchestras and other ensembles, individual instrumental tuition, some teaching of optional music sets and some administrative work. The school has a thriving musical life with a visiting staff of twenty instrumental specialists; about a third of the boys have instrumental lessons at school. There are regular concerts and many of the instrumentalists play with Trinity Boys Choir in public concerts, broadcasts and recordings.
Whitgift Foundation salary scale (above Burnham). Help with removal expenses. Possibility of accommodation.
Applications (no forms), with names of two referees to the Headmaster, Trinity School, Shirley Park, Croydon CR9 7AT.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
BROADSTAIRS ST. GEORGE'S C. OF E. SECONDARY SCHOOL
(Roll 636)
Experienced TEACHER required to take charge of the MUSIC DEPARTMENT. Scale 2 or 3 post.
Applications to Headmaster with names and addresses of two referees.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
WALBOTTLE HIGH SCHOOL
Required for January 1976, or as soon as possible afterwards: an ASSISTANT MASTER/MISTRESS to be responsible for MUSIC throughout the campus (1,700 boys and girls). Scale 3 post. Excellent facilities with G.C.E. "O" and "A" level courses.
Application forms, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU, should be returned to the Headmaster, Walbottle High School, Walbottle, Newcastle upon Tyne, NE15 9TP.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
SALE WEST COUNTY SECONDARY SCHOOL
(700 Mixed)
Manor Avenue, Sale, Cheshire
M33 6JX
061-962 2995
MUSIC SCALE 3
An energetic person for this growing school which provides excellent opportunities and facilities. Required after Easter, 1976.
Application forms available from the Head of the school, should be returned as soon as possible.

Scale 1 Posts

BEXLEY
(London Borough of)
CRAYFORD SCHOOL
(Mixed: roll, 875)
MUSIC TEACHER required for January, 1976. Work to C.S.E. and "O" level.
L.A.A. £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications to the Chief Education Officer (T.7), Town Hall, Crayford, Kent.

BOLTON
BOLTON SCHOOL
(H.M.C.: 980 boys)
MUSIC TEACHER required part-time for two terms from January, 1976, to take class music in the 11 to 13 age group and individual piano tuition. Ability to help with orchestral and choral groups an advantage. Salary based on Houghton Scale 1.
Please apply as soon as possible to the Headmaster, Bolton School, Chorley New Road, Bolton BL1 4PA, with full details of qualifications, experience and names of referees.

ENFIELD
(London Borough of)
ST. IGNATIUS COLLEGE
(Upper School)
Turkey Street, Enfield
Middlesex EN1 4NP
Voluntary aided upper-tier, seven-form entry, comprehensive school for boys conducted by the Jesuit Fathers.
Group 11 Houghton.
Required as soon as possible, TUTOR for VIOLIN. Hours and times by arrangement.
Applications with the names of two referees direct to the Rev. Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL
THE ONSLOW SCHOOL
Old Rectory Drive, Hatfield
(900 on Roll)
Headmaster: Mr. M. J. A. Clarke, B.A.
Required from 1st January, 1976, a full-time ASSISTANT TEACHER of MUSIC in a lively department with its own well equipped music block and practice rooms. The successful applicant will be interested in extra-curricular activities and be keen to support the head of department in choir and musical production work.
Please apply direct to the Headmaster giving the names and addresses of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
LONGDEAN SCHOOL
Rumballs Road, Bennetts End
Hemel Hempstead
1,300 boys and girls
TEACHER of CLARINET and BASSOON needed for approximately three hours a week from November.
Applications to the Headmaster, telephone (0442) 64934.

HUNTINGDON
HINCHINGBROOKE SCHOOL
TEACHER OF MUSIC
Required for January, 1976, a TEACHER of MUSIC either full or part-time. A temporary appointment for two terms is envisaged.
The school, which is Voluntary Controlled, grew out of Huntingdon Grammar School and has 1,620 pupils, 200 in Sixth. Outstanding setting on the edge of Huntingdon includes Hinchingbrooke House and new buildings.
Apply by letter to the Headmaster giving full details of qualifications and experience. Please give the names of two referees and enclose one testimonial if available.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
THANET DIVISION
THE KING ETHELBERT SCHOOL
Birchington-on-Sea, Kent.
(Roll 740 (mixed) age range 11-18)
ASSISTANT TEACHER required from 1st January 1976 to teach MUSIC. Scale 1 post.
Applications with names of two referees to Headmaster.

LEICESTERSHIRE
SELECTIVE SCHOOLS
SECONDARY 11 to 16
NEW PARKS BOYS' SCHOOL
St. Oswald's Road, Leicester
(Roll 820)
MUSIC.
Scale 1.
Required January, TEACHER to join vigorous Department with large band, orchestra, choir and team of handbell ringers. Grade and C.S.E. examinations undertaken.
Apply (no forms) with full particulars and names and addresses of two referees to the Head, from whom further details can be obtained.

NORTH YORKSHIRE
(County of)
ST. MARGARET CLITHEROW R.C. GIRLS' SECONDARY MODERN SCHOOL
Fifth Avenue, York YO3 0QQ
Required for January, 1976:
Qualified TEACHER of MUSIC. Ability to teach Mathematics or Geography to the lower forms would be an advantage.
Application forms (stamped addressed envelope) are available from the Headmistress at the school.

ROTHERHAM
METROPOLITAN BOROUGH OF
DEPARTMENT OF EDUCATION
MALTBY COMPREHENSIVE SCHOOL
(11 to 18 mixed, approx. 1,800 on roll with 200 in Sixth Form)
Required as soon as possible:
TEACHER for MUSIC. Scale 1, to work in an expanding department. The subject is taught to "A" level.
Application forms available from the Principal Recruitment Officer (Education), Room 7, Top Floor, Municipal Offices, Howard Street, Rotherham. Telephone: Rotherham 2121, ext. 3567.
R. W. Ellis, Director of Personnel Resources.

CITY OF SALFORD
EDUCATION DEPARTMENT
NORTH SALFORD HIGH SCHOOL
Leicester Road, Salford
M7 0AH
(Telephone 061-792 1407)
(11 to 16 comprehensive mixed—750 pupils)
Required from January 1976:
SECOND in MUSIC DEPARTMENT. Scale 2 post available for suitably qualified and experienced candidate. An interest in the whole field of Music is essential. Ability to initiate and develop a wind band will be an advantage.
Application form available from the Headteacher to whom completed applications should be returned as soon as possible.

STAFFORDSHIRE
EDUCATION COMMITTEE
THE AELFGAR SCHOOL
Taylor's Lane, Rugeley
(Roll, 1,000; mixed)
Required for January 1976, MASTER or MISTRESS to teach MUSIC (Scale 1) in this fully comprehensive, 11 to 18 mixed school.
There is every chance of advancement within the school for a keen and enthusiastic teacher.
Application forms and further particulars are obtainable from the Headmaster, to whom they should be returned as soon as possible. (Stamped addressed envelope.)

TAMESIDE
METROPOLITAN BOROUGH
LEIGH STREET COUNTY SECONDARY SCHOOL
Leigh Street, Hyde SK12 2RP
ASSISTANT TEACHER — MUSIC.
Scale 2 posts available to experienced teacher willing to develop the department and enlarge the musical curriculum in the school which is scheduled to become comprehensive in September 1976. State any special areas of interest.
Application forms available from the Headteacher. (Please send stamped addressed envelope). Reference TE1/31/TES. Closing date 18th November.

Cyngor Sir
DYFED
County Council

EDUCATION COMMITTEE

Required for January, 1976, or as soon as possible thereafter:

1. BURRY PORT S.M. SCHOOL
Qualified Assistant (Scale 1). Suitably qualified Male or Female to teach Music to 'O' and C.S.E. levels. Willingness to participate in extra curricular activities and accept responsibility for School Choir and Orchestra would be an added recommendation.

2. BURRY PORT C.P. INFANTS' SCHOOL—DEPUTY HEADTEACHER (GROUP 3)
Infant trained. Successful applicant will be expected to teach Welsh as a second language and to be able to play the piano.

3. COPPERWORKS C.P. INFANTS' SCHOOL, BURRY PORT—QUALIFIED ASSISTANT (SCALE 1)
Infant trained. Successful applicant will be expected to teach Welsh as a second language and to be able to play the piano.

4. OLD ROAD C.P. INFANTS' SCHOOL—QUALIFIED ASSISTANT (SCALE 1)
Infant trained. Successful applicant will be expected to be experienced in Child Drama.

5. TRIMSARAN C.P. INFANTS' SCHOOL (YSGOL Y BABANOD, TRIMSARAN)
Athrawes (Gradd 1) gyda chymwysterau mewn Addysg Feithrin/Babanod ar gyfer Uned Feithrin Ddwyieithog.

6. YSGOL PARC Y TYWYN, PORTH TYWYN
Athro (Gradd 1) sy'n medru dysgu drwy gyfrwng y Gymraeg ac i fod yn gyfrifol am ymarfer corff a chwaraeon gyda'r bechgyn.

7. YSGOL GYMRAEG DEWI SANT, LLANELLI
Athrawes Dosbarth Meithrin (Gradd 1). Athrawes brofiadol mewn gwaith Dosbarth Meithrin; yn rhugl yn Gymraeg a chymwysterau arbennig i ddysgu drwy gyfrwng Gymraeg. Dylai'r ymgeiswyr fedru canu'r piano.

8. YSGOL Y BABANOD, HENDY
Swydd (Gradd 1) i athrawes sydd a chymwysterau mewn Addysg Babanod ac yn medru dysgu drwy gyfrwng y Gymraeg. Dylai'r ymgeiswyr fedru canu'r piano.

9. YSGOL Y BABANOD, LLANGENNECH
Swydd (Gradd 1) i athrawes drwyddedig gyda phrofiad o weithio fel aelod o dim mewn sefyllfa agored. Rhaid i'r ymgeisydd fedru canu'r piano a helpu dysgu drwy gyfrwng y Gymraeg yn ogystal a'r Saesneg.

Application forms for all posts 1-9 above, are available on receipt of a stamped addressed envelope from the Area Education Officer, 2-4 Coleshill Terrace, Llanelli, to be returned by 21st November, 1975.

MILFORD HAVEN CENTRAL SECONDARY SCHOOL (SECONDARY MODERN)
Required for 1st January, 1976:
Qualified Teacher, Scale 1, to teach English at the above school.

Applications should be submitted to the Headmaster at the school (no forms) as soon as possible quoting the names and addresses of two persons willing to act as confidential referees together with full details of relevant qualifications and experience; further details about the post will be sent to interested applicants.

YSGOL MAES-YR-YRFA, CEFNEITHIN, LLANELLI (451 O DDISGYBLION)
Yn eisiau erbyn Ionawr, 1976, neu mor gynted ag sydd bosib.
Athro/Athrawes gyda Gradd 1 i ddysgu HANES a DAEARYDDIAETH drwy gyfrwng y Gymraeg.
Mae'r ysgol yn cynnig Lwfans III T.A.U. mewn Hanes.
Gradd yn ol cymwysterau a phrofiad.
Dylid anfon y ceisiadau am y swydd drwy lythyr yn unig, gan roi manylion llawn am gymwysterau a phrofiad, ynghyd ag enwau a chyfeiriadau dau ganolwr, at y Prifathro yn yr ysgol erbyn 21ain Tachwedd 1975.

WHITLAND GRAMMAR SCHOOL, WHITLAND (523 PUPILS)
Required for January, 1976:
Teacher of FRENCH, Scale 1.
The person appointed will be mainly responsible for French in the lower forms and for a group of pupils taking the C.S.E.
Please state other subjects which could be offered.

Applications, giving details of qualifications and experience, and naming two referees, should be made by letter to the Headmaster of the School by the 21st November, 1975.

Applications are invited from experienced teachers for the following posts which are to be filled as soon as possible:

(A) SPECIAL EDUCATION CLASSES
(i) North Road Girls' C.P. School, Milford Haven.
(ii) Pembroke Dock C.P. Junior School, Pembroke Dock.
(iii) St. Florence C.P. School—Special Unit (2 posts).

Applicants for the above posts must be sympathetic to the educational, emotional and social needs of the children who attend these full time classes.

Qualifications in Special Education would be desirable but applications are invited from those who do not hold such qualifications.

The Special Unit at (iii) caters for E.S.N. (Severe) children and is an integral part of a Primary School.
Salary Scale 1 plus Special Class Allowance.

(B) OVERDALE DAY SPECIAL SCHOOL FOR E.S.N.(M) CHILDREN, HAVERFORDWEST

Re-advertisement

Teacher (female) for a class of Senior Children. Applicants should preferably have obtained a Diploma or Certificate in Special Education, but applications are invited from those teachers who are genuinely interested in the Less Able child.

The successful applicant will be required to work closely with other staff in the leavers' programme.

Salary Scale 1 plus Special School Allowance.

It is anticipated that successful applicants for all the above posts will have been teaching for at least 5 years.

(C) HEOL GOFFA SCHOOL FOR E.S.N.(S) CHILDREN, LLANELLI

Re-advertisement

Applications are invited from suitably qualified Man for the post of P.E./General Subjects Teacher. The successful applicant will be expected to assume responsibility for General Work with a class of older boys and to teach Physical Education and Games to all the boys in the School.

Qualifications in Physical Education would be a distinct advantage. It is imperative that those applying are genuinely interested in working with E.S.N.(S) children. Heol Goffa is at present a Day School with some residential provision on a 5 day week basis. It is intended that this provision be extended to 7 days a week. Applicants must therefore be prepared to undertake extraneous duty of up to 15 hours a week when this provision is made.
Salary Scale 1 plus Special School Allowance.

Application forms for all the above posts are available on receipt of a stamped addressed envelope from the Assistant Education Officer (Special Education) Education Department, Pibwrlwyd, Carmarthen, to be returned no later than 21st November, 1975.

HEADTEACHERS

Applications are invited from suitably qualified teachers for the post of HEADTEACHER at each of the following schools:

LLANGADOG C.P.—GROUP 3
PENIEL C.P.—GROUP 2
BRYNAMMAN C.P. (INFANTS)—GROUP 3 (FEMALE)
A knowledge of Welsh is essential.

HAKIN NURSERY SCHOOL, MILFORD HAVEN—GROUP 2
Applications are invited from suitably qualified teachers for the post of HEADTEACHER at the above-named school. The School will be housed in a purpose built building designed to accommodate sixty full-time pupils.

Application forms for all the above Headships are available on receipt of a stamped addressed envelope, from the undersigned, and should be returned by the 21st November, 1975.

HENRY D. THOMAS,
Director of Education.

Headquarters,
Education Department,
Pibwrlwyd,
CARMARTHEN.

Sp 31 Oc 1975

SECONDARY
Music
continued

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
[illegible] HILLS SCHOOL

Required for January 1976: MUSIC, Scale 1. To teach Music throughout the school. For a suitably qualified and experienced teacher there would be the possibility of examination work up to G.C.E. "A" level, alternatively the post could be adapted to suit a teacher seeking a change of experience or a first appointment.

This is a comprehensive school of some 1,640 pupils, with 260 in the Sixth Form. The Middle and Upper Schools moved into purpose-built accommodation in September 1973.

Application by letter (no forms) giving details of qualifications and curriculum vitae within seven days of this advertisement to Director of Education, Education Offices, St. Peter's Square, Wolverhampton [illegible]

Pastoral

Heads of Department

HARINGEY
(Borough of)
CREIGHTON SCHOOL
Creighton Avenue, Muswell Hill, N 10
(Mixed 11 to 18 Comprehensive School, roll 1,500, Sixth Form of 315 pupils)

Required for January or as soon as possible thereafter:
HEAD of YEAR, Scale 4.

The school has a well established system of pastoral care. The Head of Year who moves up the School with the Year, has extensive delegated authority, leads a team of Year Tutors and is responsible for the overall progress and welfare of all the pupils within the Year.

The vacancy arises from the promotion of the holder to a Deputy Headship.

The successful candidate will take over the First Year (270 pupils) and will continue with that group to the end of the Fifth Year.

The School is housed in two pleasant modern buildings on a fifteen acre site. It has a fully comprehensive intake and a stable staff.

Removal expenses, 100 per cent [illegible] London Allowance (£351) payable.

Forms of application (stamped addressed envelope) available from the undersigned to be returned to Head of School as soon as possible.

Chief Education Officer, Education Offices, Somerset Road, N17 [illegible]

Other Posts on Scale 2 and above

HAMPSHIRE

PORTSMOUTH AREA

THE CITY OF PORTSMOUTH GIRLS' SCHOOL
St. Mary's Road, Portsmouth, PO1 5PF
(1,114 on roll)

Required for January, 1976 for this Group 11 Girls' Comprehensive School, a TUTOR for the Upper School, Scale 2.

Applicants will be expected to be responsible for the pastoral care of girls aged 14 to 16 and to work closely with other members of staff.

An ability to teach Science or Home Economics would be an asset but applications will be welcomed from teachers of any subject.

Further information and application forms can be obtained from the Headmistress at the school.

Scale 1 Posts

AVON COUNTY
WHITEFIELD FISHPONDS SCHOOL
Snowdon Road, Fishponds, Bristol BS16 [illegible]

Required for January, experienced TEACHER to contribute to the planning and teaching of C.S.E. and other courses for less able pupils in the fourth, fifth and sixth years. An interest in schemes of social and personal education, particularly related to girls, is desirable. Scale 3 post initially.

Apply by letter to A. J. Light, Headmaster, giving names of two referees.

Physical Education

Heads of Department

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invites applications from suitably qualified and experienced TEACHERS.
LANFRANC HIGH SCHOOL
Mitcham Road, Croydon [illegible]
Telephone 01-684 [illegible]
Head: Mr R. A. Blackman, B.Sc.
Tenable: January 1, 1976

A TEACHER to take responsibility as HEAD of GIRLS' PHYSICAL EDUCATION in this 11 to 18 mixed comprehensive school for 1,100 pupils. Excellent facilities and a good sporting record, wide range of activities with some mixed activities in the Upper School.

Salary: Burnham Scale 2 with London Area Allowance.

Reasonable removal expenses will be reimbursed (details on request).

Applications on forms obtainable from, and returnable to, the Head Teacher at the above address as soon as possible.

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
VARNDEAN HIGH SCHOOL
Balfour Road, Brighton BN1 6NP

This has been a four-form entry grammar school, and in September had a seven-form all-ability intake at 12-plus. It will eventually become a 12 to 16 High School.

Required in May or September, 1976: Specialist PHYSICAL EDUCATION TEACHER with at least three years' experience in a secondary school to be head of a department of three. The work includes modern educational dance, gymnastics, hockey, netball, tennis, rounders, athletics and swimming. Good outdoor facilities. Burnham Scale 2 or 3 according to previous experience.

Generous scheme of relocation grants in approved cases.

Apply by letter to the Headmistress at the school, giving full details of qualifications and experience and the names and addresses of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
HIGHFIELD SCHOOL
(Group 9)
Fletcher Way, Hemel Hempstead
([illegible] mixed)

Required for January, 1976, HEAD of BOYS' PHYSICAL EDUCATION.
Applications to the Headmaster.

WARWICKSHIRE
EDUCATION DEPARTMENT
COLESHILL SCHOOL
Coventry Road, Coleshill
(1,189 on roll)

HEAD of GIRLS' PHYSICAL EDUCATION DEPARTMENT, Scale 3. Situated in extensive grounds, schools facilities include 3 gymnasia, swimming pool and excellent outdoor facilities. Strong interest in Netball and Dance desirable. Syllabus covers all aspects.

Apply to Headmaster (no forms), giving the names of two referees.

City of Manchester
EDUCATION COMMITTEE

Unless otherwise stated, all posts are available from January, 1976, and application forms together with further particulars are available from the Head of the School to whom they should be returned by 13th November, 1975.

SCALE 3

BROOKDALE PARK HIGH SCHOOL
Averill Street, Newton Heath, Manchester
M10 6PF

Required for January 1, 1976, or as soon as possible thereafter:—Head of GEOGRAPHY Department. Candidates should be able to teach the subject up to C.S.E. and 'O' level.

Application forms should be returned to the Headmaster as soon as possible.

SCALE 2

ST. ANTHONY'S R.C. SECONDARY SCHOOL
Beverley Street,
Blackley M9 1BD

Teacher to offer HISTORY and another subject, preferably English. There will be an opportunity for the applicant to play a part in the newly formed integrated studies course and an interest in local history would be welcomed. A Scale 2 post is available for a suitably qualified and experienced applicant. Social Priority Schools allowance available.

Applications for part-time and/or temporary appointment considered.

Candidates should apply as soon as possible by letter to the Headmaster, giving the names of two referees.

SCALE 1

BURNAGE HIGH SCHOOL
Burnage Lane,
Manchester M19 1BU

Teacher of HISTORY. The post can be temporary or permanent, full-time or part-time. There are opportunities to teach at all levels.

SPECIAL EDUCATION

GORTON BROOK SCHOOL
Belle Vue Street,
Gorton, Manchester
M12 5PW
Re-advertisement

HANDICRAFT Teacher (Multi-crafts, mainly Wood and Metal-work, for boys) required at this school for Slow Learning Children. The post requires a person able to offer many and varied skills in all types of materials, have a lively interest in new approaches and be able to combine well with present staff projects. The applicant needs to have a sincere interest in the individual child with their multiplicity of problems. A Scale post is available plus Special Schools Allowance.

Assistance with removal expenses given in approved cases for permanent full-time appointments.

Other Posts on Scale 2 and above

CAMBRIDGESHIRE
MARCH AREA
SIR HARRY SMITH COMMUNITY COLLEGE
Eastrea Road, Whittlesey, Peterborough PE7 [illegible]

Required for January, 1976, or as soon afterwards as possible — A TEACHER, Scale 2, to take responsibility for GIRLS' PHYSICAL EDUCATION at this mixed school.

The school offers good facilities with a large sports hall and extensive playing fields.

There is a possibility of housing and removal expenses in appropriate cases.

Further details and application forms available from the Principal of the College to whom completed forms should be returned as soon as possible.

HAMPSHIRE

NORTH-WEST AREA

JOHN HUNT OF EVEREST SCHOOL
Popley Way, Basingstoke, Hampshire
(11-16 Comprehensive, mixed 1,200 on roll)

Required for January 1976 or Easter, 1976, Scale 2 MASTER to take charge of BOYS' PHYSICAL EDUCATION in this school.

This purpose built school is housed in modern buildings on the northern outskirts of Basingstoke. There are excellent facilities for Physical Education and a new Sports Hall is in course of construction.

Applications should be made to the Headmaster at the above giving curriculum vitae and the names and addresses of two educational referees. Assistance with removal expenses in approved cases.

KIRKLEES
METROPOLITAN COUNCIL
BATLEY HIGH SCHOOL FOR BOYS
Field Hill, Batley, WF17 0BJ
(1,100 on roll: 11-18)

Required for January, 1976, or as soon as possible, a MASTER for PHYSICAL EDUCATION. Major game Rugby an advantage. Scale 2 available for suitable applicant.

Application forms and further particulars from the Headmaster at the school.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
SOUTHBROOK COMPREHENSIVE SCHOOL
Hawke Road, Daventry

Required for January HEAD of BOYS' PHYSICAL EDUCATION (Scale 2). The school possesses excellent facilities including a large Sports Hall and playing fields.

Apply to the Headmaster

NORTHUMBERLAND
COUNTY COUNCIL
BEDLINGTON R.C. SECONDARY SCHOOL
Ridge Terrace, Bedlington, Northumberland

This school is due to become a high school in 1976

TEACHER required for PHYSICAL EDUCATION and some Humanities Work. Scale 2 post available for a suitably qualified and experienced teacher.

Application forms returnable as soon as possible, obtainable by sending a self addressed envelope to the Headteacher, at the school.

NORTH YORKSHIRE
(County of)
WHITBY SCHOOL
Prospect Hill, Whitby YO21 1LA
(Comprehensive: 14 to 18. 850 pupils)

Required for January 1976: a MISTRESS for GIRLS' PHYSICAL EDUCATION. A Scale 2 allowance for responsibility for Girls' Physical Education is available for a suitably qualified and experienced applicant.

Further details and application forms may be obtained from the Headmaster; returnable within 10 days of the appearance of this advertisement.

Scale 1 Posts

AVON COUNTY
STOCKWELL HILL SCHOOL
Westerleigh Road, Downend, Bristol BS16 6XA
(780 mixed 11-16)

Required for January, MISTRESS for GIRLS' PHYSICAL EDUCATION. Scale 1. Excellent facilities including new Sports Hall and redgra pitch.

Applications by letter (no forms) with full details and naming referees to Head within 10 days.

DORSET
OAKMEAD SECONDARY BILATERAL GIRLS' SCHOOL
Duck Lane, Bournemouth
(620 on roll)

Required January, 1976: TEACHER to share the teaching of PHYSICAL EDUCATION. Modern gymnasium, tennis and netball courts and spacious playing field.

Assistance with removal and legal expenses [illegible] receipt of stamped addressed envelope.

GLOUCESTERSHIRE
CHIPPING CAMPDEN SCHOOL
(Comprehensive, co-educational: 11 to 18 years: 900 pupils)

Required for January, 1976, TEACHER for GIRLS' PHYSICAL EDUCATION, throughout the school. Scale 1.

Excellent facilities, including sports hall and heated swimming pool.

Ability to teach Nuffield Combined Science would be an advantage but it is not essential.

Permanent post but temporary appointment for two terms could be considered.

Apply immediately (no forms) giving names of two referees and stating particular interests, to the Headmaster.

HEREFORD AND WORCESTER
EDUCATION COMMITTEE
ROSS-ON-WYE
OVER ROSS SCHOOL
Ross-on-Wye, Herefordshire HR9 5LT

Required for January, 1976, a MASTER to assist with BOYS' PHYSICAL EDUCATION and GAMES throughout the school. Scale 1.

Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE QUEEN ELEANOR SCHOOL
Cameron Drive, Waltham Cross
(All-ability, aged 11 to 18
Number on roll 680)

ASSISTANT TEACHER for BOYS' PHYSICAL EDUCATION required January, 1976. Please state other subjects offered. Mathematics or Remedial Work strong advantage. London fringe allowance.

Please write to the Headmaster giving a curriculum vitae and stating the names, addresses and telephone numbers of two referees.

HERTFORDSHIRE
ST. GEORGE'S SCHOOL
Harpenden
(Group 5, Co-educational, Voluntary Aided)

PHYSICAL EDUCATION MISTRESS required January. Girls' main winter game is lacrosse. Ability and interest to do some classroom teaching, preferably Humanities in the Lower School, is essential.

Apply Headmaster immediately with names of two referees.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
THE WALTHAM TOLL BAR SCHOOL
New Waltham, near Grimsby
(No. on roll 1,800)
Headmaster, L. K. [illegible], M.A., F.R.G.S.

Required for January, 1976—
TEACHER of PHYSICAL EDUCATION (Boys)

This is a developing comprehensive school in very modern purpose built premises in a rural area surrounded by open fields. It serves the delightful area from the Lincolnshire Wolds to the East Coast.

The Physical Education facilities are excellent and include in one very modern block gymnasium, full size sports hall and indoor heated swimming pool with diving area. The school has 20 acres of playing fields.

Enthusiasm and willingness to play a full part in an expanding school, with preferably an interest in rugby are sought.

Application forms and further details obtainable from the Headmaster of the school, to whom they should be returned within ten days of the appearance of this advertisement.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RICARDS LODGE HIGH SCHOOL
Lake Road, Wimbledon SW19 7HB
Headmistress, Miss H. D. [illegible], M.A.

SPECIALIST qualified TEACHER of PHYSICAL EDUCATION required at this comprehensive high school for girls aged 13 to 18 years on a Temporary Part-time basis, 2 days per week (Wednesdays and Thursdays) from 5th November, 1975. This temporary post is available due to the Head of the Physical Education Department taking up a post as Teacher/Adviser in the local Authority.

Application to the Headmistress at the school (01-946 [illegible]).

NORTH YORKSHIRE
(County of)
RAINCLIFFE SCHOOL
Lady Edith's Drive, Scarborough
(1,000 mixed 11 to 16)

Required for January, 1976, or as soon thereafter as possible, A TEACHER of GIRLS' PHYSICAL EDUCATION, Scale 1. The school has a large gymnasium, a very large sports hall and extensive playing fields and, among other things, is developing its course in gymnastics.

Forms and further particulars of the school from the Head at the school.

OXFORDSHIRE
BICESTER SCHOOL
(Roll 1,179, Mixed)
Queen's Avenue, Bicester OX6 8NB

Required for January, 1976, a lady TEACHER to take GIRLS' PHYSICAL EDUCATION.

The Local Authority will assist with removal expenses in approved cases.

Please send a letter of application to the Headmaster to reach him by 8th November.

SUFFOLK
COUNTY COUNCIL
GREAT CORNARD UPPER SCHOOL
Near Sudbury
(Co-educational: 13 to 18 years)
Headmaster: [illegible], B.Sc.

Required for January, 1976, TEACHER of GIRLS' PHYSICAL EDUCATION, Scale 1, in this new expanding purpose built comprehensive school, which opened in September, 1973. The school has 750 pupils on roll, and this will eventually rise to 1,000.

Further details and application forms (stamped addressed envelope please) from the Headmaster, Great Cornard Upper School, Head Lane, Great Cornard, Sudbury, Suffolk CO10 0JU.

SUFFOLK
COUNTY COUNCIL
KING EDWARD VI SCHOOL
Bury St. Edmunds
(13-18 mixed upper school: 1,300 on roll)
Headmaster, D. J. Pullen, M.A.

Required for January, 1976, or as soon as possible thereafter, PHYSICAL EDUCATION specialist (Scale 1). Candidates should be able to offer a wide range of activities, including trampolining, and the ability to take charge of rugby or football is essential.

Further details and application forms (stamped addressed envelope, please) from the Headmaster.

WARWICKSHIRE
EDUCATION DEPARTMENT
COLESHILL SCHOOL
Coventry Road, Coleshill
(1,189 on roll)

Required for January, 1976, TEACHER of BOYS' PHYSICAL EDUCATION (Scale 1) in this comprehensive school. Facilities include Gymnasium, Indoor Pool and Playing Fields on site. The curriculum covers all ranges of major sports and there is also opportunity for Duke of Edinburgh and outdoor activities work.

The successful applicant will teach the full age range and should be prepared to play a full part in the extra-curricular activities.

Please apply direct to the Headmaster (no forms).

WARWICKSHIRE
EDUCATION DEPARTMENT
COLESHILL SCHOOL
Coventry Road, Coleshill
(1,189 on roll)

Required January, 1976: TEACHERS of BOYS' PHYSICAL EDUCATION, GIRLS' PHYSICAL EDUCATION.

Apply direct to Headmaster [illegible]

WARWICKSHIRE
EDUCATION DEPARTMENT
HARTSHILL SCHOOL
Church Road, Hartshill
(1,721 on roll: mixed: comprehensive)

Required January: TEACHER for GIRLS' PHYSICAL EDUCATION.

Apply by letter to the Headmaster, naming two referees. Further details available from [illegible]

WARWICKSHIRE
EDUCATION DEPARTMENT
STRATFORD-UPON-AVON HIGH SCHOOL
Alcester Road
Stratford-upon-Avon
(Non-Selective Mixed—1,200 on roll)

GIRLS' PHYSICAL EDUCATION Specialist. Outdoor pursuits netball some second subject interests desirable.

Application forms should be obtained from and returned to, the Head at the school.

Religious Education

Heads of Department

EALING
(London Borough)
EDUCATION SERVICE
GREENFORD HIGH SCHOOL
Ruislip Road, Greenford, Middlesex
Headmistress: Miss C. J. A. Holt, B.A.

HEAD of RELIGIOUS STUDIES DEPARTMENT, Scale 3, required for January 1976 or as soon as possible, in this 12 to 18 comprehensive school. The person appointed would have responsibility for Religious Education throughout the school including courses to examination level. Candidates with experience in pastoral care and willing to accept responsibility in this sphere will be considered for a Scale [illegible] appointment.

In appropriate cases, subject to conditions, assistance may be provided for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Letters of application giving details of previous experience and two referees to the Headmistress as soon as possible.

WILTSHIRE
KINGSDOWN SCHOOL
Stratton St Margaret, near Swindon
Required for January, 1976:

MASTER or MISTRESS to be HEAD of RELIGIOUS EDUCATION, Scale 3, in this mixed 11 to 18 comprehensive school of 1,000 pupils with a fully comprehensive intake and set in a delightful area with easy access to the Cotswolds, the Marlborough Downs and the Upper Thames. The department is a lively and popular one.

Application by letter, to the Headmaster at the school as soon as possible, stating name, address, telephone number, age, qualifications, experience (including the names, types and size of the schools), interests and address and telephone number of present or last school.

Scale 1 Posts

BEXLEY
(London Borough of)
HURSTMERE SCHOOL FOR BOYS
(Roll [illegible])

RELIGIOUS EDUCATION TEACHER required for January, 1976. Scale 2 allowance for suitably experienced candidate. Applications from recently qualified teachers will be considered.

L.A.A. £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Applications to the Chief Education Officer (T.7), Town Hall, Crayford, Kent.

EALING
(London Borough)
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middlesex [illegible]

Required from January 1976:
TEACHER for RELIGIOUS EDUCATION, Scale 1.

Religious Education to be taught throughout the age and ability range. It is hoped that the person appointed would have an interest in the practical application of the subject in its humanities and community aspect.

London Allowance £301.

In appropriate cases, subject to conditions, assistance may be provided for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Forms obtainable from the Head to be returned as soon as possible. Telephone 01-864 [illegible].

HAMPSHIRE

NORTH EAST AREA

COVE COMPREHENSIVE SCHOOL
St. John's Road, Cove, Farnborough, Hants.
(Comprehensive mixed 11 to 16 1,400 on roll)

Required for January 1976:
MASTER / MISTRESS—Scale 1 post. Experienced TEACHER for first and second years. RELIGIOUS EDUCATION and HISTORY with possibility of some Music.

Please write to the school giving curriculum vitae together with names and addresses of two education referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE QUEEN ELEANOR SCHOOL
Cameron Drive, Waltham Cross
(All ability, ages 11 to 18. Number on roll 680)

ASSISTANT TEACHER for RELIGIOUS EDUCATION, to be one of a General Studies team teaching the Fourth Year and above: and to help with English.

Further details available on request. London Fringe Allowance.

Please apply to the Headmaster giving a curriculum vitae and the names, addresses and telephone numbers of two referees.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON-UPON-HULL DIVISION
SIR HENRY COOPER HIGH SCHOOL
Thorpe Park Road, Kingston-upon-Hull
Head: R. Cole, M.A.

Required for January, 1976, or as soon as possible thereafter, a TEACHER of RELIGIOUS EDUCATION to take a wide variety of [illegible] including opportunities to prepare students for C.S.E., "O" (A.E.B.) and "A" level [illegible]. A teacher with a particular interest in Old Testament studies would particularly be welcome. There are opportunities to contribute to a well-established [illegible] system and to out-of-school activities.

This is a mixed comprehensive school for about 1,100 pupils, aged 13 to 18 years.

Application forms and further information may be obtained from the Head of the school, to whom completed forms should be returned not later than November 14, 1975.

MERTON
(London Borough of)
WIMBLEDON COLLEGE
Edge Hill, London, SW19 4NS

Applications are invited from suitably qualified TEACHERS for the post of ASSISTANT in the RELIGIOUS EDUCATION Department of this High School for Catholic boys aged 13-18, to share the work of the Department throughout the school. The post is available for a newly qualified teacher and subsidiary French or History and willingness to help with games would be an added advantage. The post will be vacant in January, 1976, owing to the promotion of the present assistant.

Application should be made as soon as possible with a curriculum vitae and evidence of qualifications to the Headmaster at the above address.

SURREY
STANLEY PARK HIGH SCHOOL
Stanley Park Road, Carshalton
RELIGIOUS EDUCATION

Applications are invited for a TEACHER of RELIGIOUS EDUCATION for two terms only commencing January, 1976.

Religious Education in this five form entry high school plays an important role in the curriculum and the subject is taught to C.S.E. and G.C.E. "O" level.

Application forms may be obtained from the Headmaster and returned by November 21st, 1975.

WARWICKSHIRE
EDUCATION DEPARTMENT
[illegible] R.C. HIGH SCHOOL
Myton Road, Warwick
CV34 6QD
([illegible] on roll)

Required for January, 1976, Catholic TEACHER of RELIGIOUS EDUCATION, Scale 1.

Application forms available from Headmaster.

WILTSHIRE
KINGSDOWN SCHOOL
Stratton St. Margaret, near Swindon
Required for January, 1976:

MASTER or MISTRESS to be HEAD of RELIGIOUS EDUCATION, Scale 3, in this mixed 11 to 18 comprehensive school of 1,000 pupils with a fully comprehensive intake and set in a delightful area with easy access to the Cotswolds, the Marlborough Downs and the Upper Thames. The department is a lively and popular one.

Application by letter to the Headmaster at the school as soon as possible, stating name, address, telephone number, age, qualifications, experience (including the names, types and size of the schools), interests and address and telephone number of present or last school.

Rural Studies

Scale 1 Posts

NORTH YORKSHIRE
(County of)
NORTHALLERTON GRAMMAR SCHOOL
([illegible] co-educational)

Required as soon as possible:
A MASTER/MISTRESS to teach RURAL SCIENCE. Scale 1 post.

Apply by letter to the Clerk to the Governors, Northallerton Grammar School, Grammar School Lane, Northallerton DL6 1DD.

Science

Heads of Department

DORSET
HARDYE'S SCHOOL
Dorchester
(Voluntary-aided Grammar [illegible] boys 11-18 years; Sixth Form [illegible]; 100 boarders)

Required January: HEAD of BIOLOGY, Scale 3, to be responsible for the subject throughout the school up to and including Oxbridge scholarship levels. The school will become a 13-18 all-ability Upper School when Dorchester adopts the three-tier system but the date for the changeover is uncertain.

Full details (stamped addressed envelope) from Headmaster, to whom applications (no form) should be submitted.

EALING
(London Borough)
EDUCATION SERVICE
NORTHOLT HIGH SCHOOL
(Ten-form entry co-educational [illegible])
Eastcote Lane, Northolt, Middlesex
Telephone number 01-864 8344

Required for January, 1976, PHYSICS GRADUATE, Scale 3 post as HEAD of PHYSICS DEPARTMENT in a complete ability range school. The successful applicant will be part of a lively and progressive Science Department with good technical assistance. Physics is a well established subject and is taught to C.S.E., "O" and "A" level. The applicant would also be required to work with the Science Department team in Combined Science in the Lower School.

London weighting £351.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.

Forms obtainable from the Head to be returned as soon as possible.

SURREY COUNTY COUNCIL

- ★ FRINGE AREA LONDON ALLOWANCE £141 p.a. THROUGHOUT THE COUNTY.
- ★ Generous relocation expenses in approved cases.
- ★ Some District Councils may be able to provide housing accommodation for teachers.
- ★ All vacancies are for January unless otherwise stated.

POSTS OF RESPONSIBILITY

COMPREHENSIVE

CAMBERLEY, COLLINGWOOD COUNTY SECONDARY (Mixed 1,484)
METAL or WOODWORK. Master. Possibly scale post available for suitable applicant.
SOCIOLOGY AND HISTORY. Master/Mistress. Scale 2 post may be available for suitably experienced candidate, but inexperienced candidates may apply. Telephone Camberley 64048.

CAMBERLEY, ROBERT HAINING COUNTY SECONDARY
MUSIC. Master/Mistress to develop the subject in an expanding school with peripatetic staff and good music tradition. Scale 3 for experienced candidate but First Appointment applicants considered. Telephone Farnborough 44979.

CRANLEIGH, GLEBELANDS COUNTY SECONDARY
REMEDIAL. Master/Mistress to take charge of Department. Scale 3. Telephone Cranleigh 5248.

EFFINGHAM, HOWARD OF EFFINGHAM COUNTY SECONDARY
BOYS' CRAFT. Master/Mistress required to share teaching to CSE and 'O' level and to assist with integration of craft subjects in design courses, in conjunction with Art Department. Scale post for experienced applicant willing to be responsible for WOODWORK. Telephone Bookham 53694.

WOKING, SHEERWATER COUNTY SECONDARY (Mixed 890)
METALWORK with some TECHNICAL DRAWING. Master. Scale 2. Telephone Byfleet 49696.

SIXTH FORM COLLEGES

GODALMING COLLEGE
CHEMISTRY. Graduate Master/Mistress with initiative to teach to 'O' and 'A' level and to assist in development of courses for "new" Sixth Formers. Scale 3. Telephone Godalming 23526.

BILATERAL

GUILDFORD C. OF E. SECONDARY
PHYSICS. Master/Mistress to be in charge of a large expanding Science Department with courses to CSE, 'O' and 'A' level in all branches of the Sciences. Scale 2. Telephone Guildford 37373.

GUILDFORD, GEORGE ABBOT COUNTY SECONDARY BOYS
METALWORK and some TECHNICAL DRAWING to GCE 'O' level. Master required. Scale 2 post. Telephone Guildford 72246.

GUILDFORD, GEORGE ABBOT COUNTY SECONDARY GIRLS
COMMERCE. Master/Mistress to work in progressive department. Scale 2. Telephone Guildford 72788.

REDHILL, ST. JOSEPH'S R.C. SECONDARY
SCIENCE. Graduate Master/Mistress to teach GENERAL SCIENCE in lower school and PHYSICS with CHEMISTRY to 'O' level. Scale 2. Telephone Redhill 64465.

SCALE 1 POSTS

COMPREHENSIVE

ADDLESTONE, ST. PAUL'S COUNTY SECONDARY (Mixed 925)
GENERAL STUDIES. Master/Mistress to offer any combination of ENGLISH, DRAMA, MUSIC or ARTS/LIGHT CRAFT required. Telephone Weybridge 47946.

CRANLEIGH, GLEBELANDS COUNTY SECONDARY
FRENCH and GAMES. Master/Mistress. Telephone Cranleigh 5248.

GODALMING, BROADWATER COUNTY SECONDARY
HOME ECONOMICS. Mistress required.
DESIGN AND TECHNOLOGY. Master required. Three Workshops and TD Room. Telephone Godalming 22166.

GUILDFORD, ST. PETER'S AND MERROW GRANGE R.C. SECONDARY
CHEMISTRY. Master/Mistress. Telephone Guildford 34054.

STAINES, MAGNA CARTA COUNTY SECONDARY (Mixed 1,473)
ENGLISH. Master/Mistress to teach to 'O' level.
GERMAN. Master/Mistress to teach to 'O' level. Ability to offer FRENCH or LATIN an advantage. Telephone Staines 55487.

WOKING, SHEERWATER COUNTY SECONDARY (Mixed 890)
GENERAL SCIENCE with PHYSICS for preference. Master/Mistress.
GENERAL SUBJECTS. Master/Mistress. Telephone Byfleet 49696.

WOKING, WINSTON CHURCHILL COUNTY SECONDARY (Mixed 1,235)
BIOLOGY. Master/Mistress to teach to CSE and 'O' level. Telephone Brookwood 6861.

BILATERAL

GUILDFORD, GEORGE ABBOT COUNTY SECONDARY BOYS
MATHEMATICS. Master/Mistress to teach throughout the school. Sixth-Form work available for suitably qualified candidate. Telephone Guildford 72249.

GUILDFORD C. OF E. SECONDARY
PHYSICS/GENERAL SCIENCE. Master/Mistress. Courses lead to CSE, 'O' and 'A' level in all branches of the Sciences. Telephone Guildford 37373.

Further details available from the Head where the telephone number is shown. Application forms available on receipt of a stamped addressed foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ. Complete list of vacancies available second week of each month; if possible, please state areas preferred.

ESSEX COUNTY COUNCIL

"Essex ranks third in size among County Education Authorities in England and Wales, and with over 750 schools there are excellent opportunities for promotion. The County has interesting towns, unspoilt countryside, one of the longest coastlines of any English County, much history and tradition, good facilities for sport and recreation and accessibility to London and Western Europe. Generous Removal, Lodging and Disturbance Allowances are payable throughout the County and there is also a Mortgage Guarantee Scheme. Details of the availability of housing and nursery education in various parts of the County can be obtained at the time of application. The London Fringe Allowance is payable in certain parts of Essex. Unless otherwise stated, application forms and further particulars may be obtained from the Head of the school concerned, to whom all completed application forms should be returned.

SECOND MASTER/MISTRESS

Clacton County High
(Roll 1,450 mixed)
Walton Road, Clacton-on-Sea, Essex
Tel.: 24266

SECOND MASTER/MISTRESS. This former Grammar School is nearing completion of its secondary Reorganisation, and the Head has the assistance of two other Deputies.
Further details and application forms from the Headmaster, to whom completed applications should be returned within 14 days of the appearance of this advertisement.

SCALE 2 POSTS & ABOVE (ACADEMIC & PASTORAL)

Laindon School
(Roll 1,400)
High Road, Laindon, Basildon, Essex SS15 6DD
Tel.: Basildon 45871

MASTER/MISTRESS to act as Careers Adviser, and to offer a subsidiary teaching subject. Scale 3 post available to suitable and experienced candidate, who will liaise with County Careers Officer and local industry and commerce. In school personal diagnostic contact with all pupils in the Middle and Upper Schools, and full documentation of interviews and curricular progress.
London Fringe Allowance £141 payable.

Mayflower Comprehensive
(Roll 1,584)
Stock Road, Billericay, Essex CM12 0RT
Tel.: Billericay 3171/2/3

REMEDIAL. Scale 2. Required, a teacher conversant with progressive remedial principles and able to take over the Mathematics side of Remedial Department.
Knowledge of standardized testing for emotional and backward children an added asset.
Traditional standard in work, manners and behaviour maintained.
Fringe Area Allowance of £141 payable.

Netteswell Comprehensive
(Roll 1,200)
The Hides, Harlow, Essex
Tel.: Harlow 39272

MATHEMATICS (Scale 2) Required unexpectedly in January, a Mathematician capable of working with all abilities including S.M.P. 'A' level. A part-time applicant may be considered.

William Edwards
(Roll 1,100)
Stifford Clays Road, Grays RM16 3NJ
Tel.: Grays Thurrock 79571

William Edwards School (Comprehensive 11-18) a school growing from 6 F.E. to 8 F.E. with purpose-built accommodation under construction, situated at the northern extremity of Grays adjoining Green Belt land and serving a mixed area of private and council housing plus the villages of Horndon and Orsett.
Required for January, 1976.
SCIENCE—Scale 2, to join a well established department with 8 laboratories and a Lecture Theatre and to undertake responsibility for the teaching of Physics throughout the school and generally contribute to the overall work of the department.
London Fringe Allowance of £141 per annum is payable and the possibility of some sixth form teaching exists.
Apply by letter to the Headmaster.

SCALE 1 POSTS

Laindon School
(Roll 1,400)
High Road, Laindon, Basildon, Essex SS15 6DD
Tel.: Basildon 45871

1. ART, CRAFT AND POTTERY. Master/Mistress to teach throughout the school to 'O' level. Well equipped specialist rooms for team of form teachers.
2. MATHEMATICS. Master/Mistress to teach traditional and modern to 'O' level. Specialist rooms.

London Fringe Allowance £141.

Mayflower Comprehensive
(Roll 1,584)
Stock Road, Billericay, Essex CM12 0RT
Tel.: Billericay 3171/2/3

ENGLISH AND JUNIOR FRENCH. Required for January. Master or Mistress to teach English to 'O' level and Junior French. Traditional standards in work, manners and behaviour maintained. Fringe Area Allowance of £141 payable.

Nicholas Comprehensive
(Roll 1,425)
St Nicholas Lane, Laindon, Basildon
Tel.: Basildon 43391

1. MATHEMATICS. January, 1976, teacher for large well-established faculty to teach subject throughout the ability/age range.
2. ENGLISH/DRAMA. January, 1976, teacher for strong well-established faculty. Excellent facilities including Drama Studio.

London Fringe Allowance £141.

William Edwards
(Roll 1,100)
Stifford Clays Road, Grays Thurrock
Tel.: Grays Thurrock 79571

William Edwards School (Comprehensive 11-18) a school growing from 8 F.E. to 8 F.E. with purpose-built accommodation under construction situated at the northern extremity of Grays adjoining Green Belt land and serving a mixed area of private and council housing plus the villages of Horndon and Orsett.
Required for January if possible.
MATHEMATICS—To join a team teaching throughout the school to G.C.E. 'O' level and C.S.E. Mode 3—an interest in modern mathematics an advantage and a genuine desire to help in the expansion of the subject in a purpose-built suite.
London Fringe Allowance of £141 per annum is payable and the possibility of some sixth form teaching exists.
Apply by letter to the Headmaster.

THE CITY OF Birmingham

EDUCATION DEPARTMENT

COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

HODGE HILL GIRLS' SCHOOL
Bromford Lane, Birmingham B36 8EY
(a) Required February, or as soon as possible afterwards, Assistant for MATHEMATICS to share teaching throughout the school. Scale 2 post available for candidate qualified to teach to Sixth Form level.
(b) Required January, or as soon as possible afterwards, Assistant for PHYSICS to share work throughout school to Advanced level standard. Scale 2 post available for suitably qualified candidate.

NASEBY SCHOOL
Naseby Road, Birmingham B8 3HG
Scale 2/3. Head of MUSIC DEPARTMENT—required for January. Established course to C.S.E. level.

VOLUNTARY AIDED SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE

HOLY TRINITY R.C. SCHOOL
Oakley Road, Birmingham B10 0AX
Scale 2. Teacher i/c FRENCH: classes throughout the school up to C.S.E. level; possibility of developing own ideas in emerging Department.

ST. PAUL'S R.C. GIRLS' GRAMMAR SCHOOL
Vernon Road, Birmingham B16 9SL
Scale 2 for suitable candidate. Graduate to teach MATHEMATICS throughout the school. Statistics at 'A' level.

COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the School as soon as possible.

BARTLEY GREEN SCHOOL
Adams Hill, Birmingham B32 3QJ
Assistant, Scale 1 at present, required for MATHEMATICS. Building at present in progress will lead to six-form entry. Courses for C.S.E. 'O' and 'A' level are on offer to pupils.

KINGS HEATH SCHOOL
Hollybank Road, Kings Heath, Birmingham B13 0RJ
540 on roll: 76 in Sixth Form, all on 'A' level courses
Required for January, 1976, or as soon as possible afterwards, Assistant Teacher in MATHEMATICS DEPARTMENT. First to Fifth Form teaching, including 'O' level work.

LORDSWOOD BOYS' SCHOOL
Hagley Road, Birmingham B17 8BJ
Required for January, 1976: ART Teacher, able to include Pottery/3 Dimensional Study within Art Department.

PERRY COMMON SCHOOL
Faulkners Farm Drive, Erdington, Birmingham B23 7XP
Assistant Teacher for HISTORY with the Lower School.

YARDLEY WOOD SCHOOL
School Road, Birmingham B14 4ER
ENGLISH post for January, 1976, or as soon as possible afterwards. There is a scheme for assistance with removal expenses.

(V19251)

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SECONDARY
Science
continued

HARINGEY
(Borough of)
CREIGHTON SCHOOL
Creighton Avenue, Muswell Hill, N.10
(Mixed 11 to 18 comprehensive school. Roll 1,600. Sixth form of [illegible] pupils)
Required for January or April, 1976—
HEAD of SCIENCE DEPARTMENT, Scale 4
There are 10 full-time Science teachers working in 10 laboratories aided by four Technicians. Well established courses in Chemistry, Physics and Biological subjects operate at C.S.E., "O" and "A" levels, and in addition there are successful rural environmental studies courses leading to "O" and "A" levels.
The school is housed in two pleasant modern buildings on a 15-acre site. It has a fully comprehensive intake and a stable staff.
Removal expenses, 100 per cent allowed. London Allowance (£351) payable.
Forms of application (stamped addressed envelope) available from the undersigned to be returned to Head of school as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

Other Posts on Scale 2 and above

GLOUCESTERSHIRE
COUNTY COUNCIL
SAINTBRIDGE SCHOOL
Cotswold Road, Gloucester.
Comprehensive, 940 boys including [illegible] in Sixth.
Modern and new buildings.
PHYSICIST required for January as Head of Science, Scale 4. A temporary appointment would be considered.
Applications (no forms) naming two referees, to the Headmaster.

HAMPSHIRE

MID-HANTS AREA

RAVOLL COMPREHENSIVE SCHOOL
Satchell Lane, Hamble SO3 5NE
(11 to 16 Comprehensive Mixed: 800 on roll)
ASSISTANT for CHEMISTRY, Scale 2 post.

Please write to the school giving curriculum vitae and the names and addresses of two educational referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
CHATHAM, ST. JOHN FISHER R.C. SECONDARY SCHOOL
[illegible] Street
(Roll 650, mixed)
SCIENCE TEACHER required for January, 1976, with Physics bias. Established C.S.E. and G.C.E. courses as well as Nuffield Secondary Sciences in well-equipped laboratories. Sixth Form work could be incorporated.
Scaled post available for suitable candidate—first appointment will be considered.
This is an expanding school scheduled to become an Upper School in the Medway reorganisation. It occupies modern buildings in a very central position.
Generous grants for removal, lodging and disturbance expenses.
Applications to the Headmaster with two referees.

LEICESTERSHIRE
COMPREHENSIVE SCHOOLS
(In the Leicestershire plan for the organisation of secondary education)
MARKET BOSWORTH HIGH SCHOOL
Market Bosworth, Nuneaton Warwickshire
(Roll 680; mixed; 11 to 14)
SCIENCE TEACHER (Scale 1 or 2 according to qualifications and experience) required January to become a member of a well-established imaginative and lively department following a modified Nuffield Combined Science course. Excellent facilities.
Apply (no forms) with full particulars and names and addresses of two referees to the Head from whom further details can be obtained.

LEICESTERSHIRE
COMPREHENSIVE SCHOOLS
(In the Leicestershire Plan for the organisation of secondary education)
Upper 14-18
JOHN CLEVELAND COLLEGE
Butt Lane, Hinckley
(Roll 2,000)
BIOLOGY
Scale 2 available for suitably qualified.
For January, TEACHER of BIOLOGY at "O" "A" C.S.E. levels. General Science teaching at C.S.E. level (Mode 3 course). Some knowledge of Physics desirable but not essential. Assistance with new Biological Sciences C.S.E. course in the Sixth Form.
Apply (no forms) with full particulars and names and addresses of two referees to the Head from whom further details can be obtained.

NEWCASTLE upon Tyne
NE4 9YJ
DAME ALLAN'S GIRLS' SCHOOL
Direct Grant
(465 girls, Sixth Form 114)
Required for January, 1976: Scale II or Scale I post. Experienced CHEMIST, man or woman, required to share in the teaching of CHEMISTRY throughout the school to Advanced level and to assist with the teaching of Physics to Ordinary Level.
Apply to the Headmistress immediately with full details of curriculum vitae, testimonials, and the names and addresses of two referees.

STAFFORDSHIRE
Codsall
COMPREHENSIVE SCHOOL
Elliotts Lane, Codsall, near Wolverhampton
Temporary TEACHER of PHYSICS (Graduate preferred) to teach examination work up to "A" level (Nuffield). A Scale 2 post is available for a suitably experienced applicant.
The Appointment is for spring and summer term 1976 only.
There is, however, the possibility of continued employment in the area following the reorganisation of local schools on a three-tier pattern as from the 1st September, 1976.
Application forms obtainable from and returnable to the Headmaster (stamped addressed envelope).

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London Addition to salary paid.
Required for January, 1976:
LEYTON MANOR GIRLS' HIGH SCHOOL
Essex Road/[illegible] Street, London E10 7HE
Headmistress: Miss A. Doran
SCIENCE TEACHER. A teacher is required for this girls' comprehensive high school (11 to 14 years) to teach Combined Science to small groups, a bias towards Physics an advantage. Three well-equipped laboratories. Possibility of Scale 2 post for suitably qualified candidate.
Application forms obtainable from the Chief Education Officer, Municipal Offices, High Road, Leyton, London E10 5QJ.

WARWICKSHIRE
EDUCATION DEPARTMENT
HENLEY-IN-ARDEN HIGH SCHOOL
Stratford Road
Henley-in-Arden, Solihull
B95 6AF
(Non-selective mixed, 600 on roll)
TEACHER for BIOLOGY to "A" level with some General Science. Scale 2.
Application forms should be obtained from, and returned to, the Head of the School.

WARWICKSHIRE
EDUCATION DEPARTMENT
LEAMINGTON COLLEGE FOR GIRLS
Cloister Way, Leamington Spa CV32 6QE
Required for January, 1976, GRADUATE to teach CHEMISTRY with some Biology throughout the school, including "O" and "A" level. Scale 2 post available.
Further information available on request.
Application should be by letter to the Headmistress at the above school with curriculum vitae and names of two referees.

Bolton Metropolitan Borough

ST. JOSEPH'S R.C. SECONDARY SCHOOL,
Chorley New Road, Horwich, Bolton.
(Co-Educational 500 pupils)
Required for January, 1976, if possible
TEACHER OF [illegible]

CASTLE HILL HIGH SCHOOL FOR BOYS,
Castleton Street, Bolton. (400 boys)
TEMPORARY TEACHER OF ENGLISH with general subjects required for spring and summer terms 1976. Drama an advantage (Scale 1).
Application forms, obtainable from the Director of Education, Education Offices, Victoria House, Civic Centre, Bolton BL1 1JW, should be returned to the appropriate Head Teacher at the above address by November 10, 1975.

Scale 1 Posts

BERKSHIRE
EDUCATION COMMITTEE
WINDSOR MAIDENHEAD DISTRICT
FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road, Maidenhead
(Fully coeducational)
Required in January or April, MASTER or MISTRESS to share teaching of CHEMISTRY in Upper School (including possible Sixth Form work) and to teach Nuffield Combined Science in the Lower School. New buildings include a Science Unit. The school is growing to an 8 F.E. 11-18 comprehensive school (sixth form 200).
London Weighting £141 per annum.
Assistance with removal expenses in approved cases.
Apply immediately to the Headmaster by letter stating age, qualifications, experience, interests and other relevant information and the names and addresses of two referees.

BERKSHIRE
NEWBURY DISTRICT
THE KENNET SCHOOL
(11 to 18 comprehensive mixed 1,390)
Stoney Lane, Thatcham RG13 4LL
Required January, 1976, TEACHER for CHEMISTRY. Assistance with removal expenses in approved cases.
Application forms and particulars from the Headmaster (stamped addressed envelope).

BEXLEY
(London Borough of)
HURSTMERE SCHOOL
(Roll 700 rising to 1,000)
(Boys)
Required January, 1976, an enthusiastic TEACHER to establish CHEMISTRY C.S.E., "O" and "A" level work. Scale post for suitably qualified candidate but new teachers will be considered.
[illegible] SCHOOL
(Mixed; Roll 1,061)
TEACHER required for PHYSICS with GENERAL SCIENCE in lower/middle school.
L.A.A. £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications to the Chief Education Officer (T.7), Town Hall, Crayford, Kent.

CAMBRIDGESHIRE
PETERBOROUGH AREA
THE COUNTY GRAMMAR SCHOOL FOR GIRLS
Cobden Avenue, Peterborough
PE1 2NY
(Roll: 734)
Required for January 1976, or as soon afterwards as possible, a temporary TEACHER for BIOLOGY and GENERAL SCIENCE, Scale 1. The school has six well-equipped laboratories and there are well-established courses up to and including Advanced Level. A permanent position will be considered.
Apply immediately to the Headmistress in writing or by telephoning Peterborough 62010, giving details of qualifications, experience and the names of two referees as soon as possible.

CUMBRIA
EDUCATION COMMITTEE
LONGLANDS GIRLS SCHOOL
Kendal
(Secondary Modern 11-16)
(Roll 420)
Required, for Easter 1976, a SCIENCE TEACHER, interested in Nuffield Secondary Science, and able to offer Biology to "O" level.
Application forms, obtainable from the Headmistress, Mrs M. M. [illegible]

DEVON
PLYMSTOCK SCHOOL
Church Road, Plymstock, Plymouth
Telephone Plymouth 42670
Mixed, 11-18 Comprehensive, 2,250 on Roll, 300 in sixth
Wanted for January, 1976, TEACHER for BIOLOGY and GENERAL SCIENCE to C.S.E. and "O" level; "A" level work also available. Vacancy due to promotion.
Application forms and further particulars from the Headmaster at the school (stamped addressed envelope), to whom completed applications should be returned as quickly as possible.

DORSET
KEMP WELCH SCHOOL
Herbert Avenue, Parkstone, Poole
(1,330 pupils mixed, 12-16 years)
Required January, 1976:
Temporary SCIENCE TEACHER, Scale 1, for one or two terms. Ability to teach BIOLOGY and/or PHYSICS to "O" level desirable.
Telephone or write for application form or to visit the school. Please send stamped addressed envelope. Tel. Parkstone 740760.

DURHAM
COUNTY COUNCIL
SHILDON, SUNNYDALE COMPREHENSIVE SCHOOL
Seven-form entry. 900 on roll
CHEMISTRY—Salary Scale 1. Qualified ASSISTANT required for January, 1976, or as soon as possible thereafter.
Stamped addressed envelope for application form to Area Administrative Officer, Green Lane, Spennymoor, Co. Durham.
Removal expenses, lodging allowance and travelling expenses payable in approved cases.
Canvassing members of the appropriate Committee, directly or indirectly, strictly prohibited.
Closing date for receipt of applications 17th November, 1975.

DURHAM
COUNTY COUNCIL
STAINDROP SECONDARY SCHOOL
11-16 Five-form entry
Scheduled to become Comprehensive [illegible]
[illegible] ASSISTANT (GRADUATE) required for January, 1976, or as soon as possible thereafter.
Stamped addressed envelope for application form to Area Administrative Officer, Kingsway, Bishop Auckland, Co. Durham.
Removal expenses, lodging allowance and travelling expenses payable in approved cases.
Canvassing members of the appropriate committee, directly or indirectly, strictly prohibited.
Closing date for receipt of applications 17th November, 1975.

EALING
(London Borough)
EDUCATION SERVICES
FARADAY HIGH SCHOOL
Bromyard Avenue, Acton, W.3
Wanted for January, 1976, in the large and progressive Science Department of this multi-racial comprehensive school, a CHEMIST able to teach INTEGRATED SCIENCE up to Fifth Form level, and CHEMISTRY to "O" and "A" levels.
London Weighting £351 plus Social Priority Allowance is payable.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.
Applications by letter in the first instance to the Headmaster at the school.

HAMPSHIRE
NORTH-WEST AREA
HARRIET COSTELLO SCHOOL
Crossborough Hill, London Road
Basingstoke, Hampshire
(11 to 16 comprehensive mixed 1,080 on roll)
Required for January, 1976, a qualified ASSISTANT TEACHER for SCIENCE (Chemistry) to teach examination groups for G.C.E. and C.S.E. and take some lower forms for Combined Science.
This is a temporary post which may possibly become permanent at a later date.

Please write to the school giving curriculum vitae and the names and addresses of two educational referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

HARINGEY
(Borough of)
SOMERSET SCHOOL,
White Hart Lane, N.17
Voluntary Controlled Boys' Comprehensive School, roll 1,160
Required for January or as soon as possible afterwards:—
TEACHER for BIOLOGY with senior forms, taking C.S.E. and "O" level courses, and for BIOLOGY/BOTANY at "A" level.
Scale 2 post available for suitably qualified candidate.
Additional Allowances payable:
London Allowance—£351.
Social Priority—£201/£276.
Removal expenses—100 per cent allowed.
Forms of application (stamped addressed envelope) available from the undersigned to be returned to Head of school as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post:—
NOWER HILL HIGH SCHOOL,
Pinner Road, Pinner, Middlesex, HA5 5RP
Tel. No. 863 1306
BIOLOGY TEACHER required for January, 1976, to teach this subject and Human Biology to G.C.E. "O" level and C.S.E. and also help with teaching Integrated Science lower down in the school. The successful applicant will be joining a team of enthusiastic teachers, reaching high standards. Applications for a temporary appointment of two terms would be considered.
Housing accommodation may be available in suitable cases, reasonable removal expenses reimbursed (lowest tender), lodging allowance of up to £10 per week and up to £500 towards Legal and Estate Agent fees may be payable.
Application forms and further details from and to be returned to the Head of the school by 13th November.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
TOWNSEND CHURCH OF ENGLAND SCHOOL
High Oaks, St. Albans
Well qualified TEACHER required January or Easter for [illegible] (Biology possibly to "A" level) and Integrated Science in junior school. Five form entry all-ability mixed school with newly built science suite of eight laboratories.
Apply to Headmistress naming two referees and enclosing copies of recent testimonials.

HILLINGDON
(London Borough of)
TOWNFIELD SCHOOL
Central Avenue, Hayes, Middlesex UB3 2DQ
Head Teacher: H. D. Warren, D.Sc.
Physics/General Science
Required for January 1976, an ASSISTANT MASTER or MISTRESS (Scale 1) to teach Physics in years 4/5 and General Science/Combined Science in years 1/3. The post could be adapted for a candidate with a special interest in the Applied Physical Sciences. The Science Department is a large and forward looking department with well developed C.S.E. Mode 3 and Mode 1 courses, "O" level and "A" level G.C.E. Courses. The post would offer good experience for a younger member of the profession.
Please apply by letter to the Headmaster of the school giving the names and addresses of two referees.
London Allowance payable.

ILFORD
(London Borough of Redbridge)
URSULINE HIGH SCHOOL
Required January:—
MISTRESS for Junior General SCIENCE and O level BIOLOGY.
London Burnham Scale.
Apply with curriculum vitae and names and addresses of two referees to Headmistress.

ISLE OF MAN
BOARD OF EDUCATION
RAMSEY GRAMMAR SCHOOL
(Co-educational Comprehensive—650 pupils on roll)
Required for January, 1976 or as soon as possible thereafter:
TEACHER of BIOLOGY and GENERAL SCIENCE (Man or Woman), Scale 1. A share of Sixth Form work in Biology would be available for a suitable candidate.
Application forms and further particulars from the Headmaster, Ramsey Grammar School, Ramsey, Isle of Man, to whom completed forms must be returned by 14 November, 1975.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
SWANLEY SCHOOL
Swanley, Kent BR8 7TE
Established large comprehensive school with a full range intake, mixed, 11 to 18.
Required in January (temporary post for two terms in the first instance): TEACHER for BIOLOGY to join an active department with excellent facilities. An interest in rural and environmental science would be helpful.
Application is by letter to the Headmaster at the school, giving details and naming referees.
DOVER GRAMMAR SCHOOL FOR GIRLS
(Science section)
Required for January, 1976:
(a) For two terms, TEACHER for GENERAL SCIENCE and possibly PHYSICS/MATHEMATICS. This could be a permanent appointment for a suitably qualified candidate.
(b) TEACHER to share in the teaching of SCIENCE (Biological and Physical) in this large department, and able to teach one or more of these sciences to Ordinary level.
Applications to the Headmistress stating names of two referees.

LEICESTERSHIRE
SELECTIVE SCHOOLS
GRAMMAR
WYGGESTON BOYS' SCHOOL
University Road, Leicester
(Roll 810)
PHYSICS
Scale 1.
GRADUATE required from January to teach up to University Scholarship level (Nuffield and London courses) in fine well equipped department.
Apply (no forms) with full particulars and names and addresses of two referees to the Head, from whom further details can be obtained.

LONDON, S.E.16
BACON'S SCHOOL
Uplands Road
CHEMISTRY
Required in January, 1976, a full-time TEACHER for CHEMISTRY up to Advanced level in this six form mixed comprehensive school. High standards of behaviour and appearance are maintained.
Apply to the Headmaster at the school giving full details and names of two referees.

LONDON, S.W.1
GREY COAT HOSPITAL
Greycoat Place, Westminster
CHURCH OF ENGLAND VOLUNTARY AIDED GRAMMAR SCHOOL
(640 Girls)
Required for January a qualified GRADUATE to share the teaching of CHEMISTRY to A.L. and University Entrance. Nuffield Combined Science is taught in the first two years. Willingness to assist with extra-curricular activities is a recommendation.
Scale 2 post is available for a suitably qualified and experienced candidate.
Apply by letter to the Headmistress as soon as possible enclosing a curriculum vitae and names of two referees.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following posts:—
BRAMCOTE HILLS GRAMMAR SCHOOL
Moor Lane, Bramcote, Beeston, Nottingham NG9 3GA
Headmaster, H. H. Lyons
Mixed, 1,100 (11-18) (Sixth Form 240)
For January, CHEMISTRY (Nuffield) throughout the school, Scale 1.
Applications (no forms) to the Headmaster, as soon as possible.
Closing date, November 14, 1975.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
FARNBOROUGH COMPREHENSIVE SCHOOL
Farnborough Road, Clifton
Nottingham NG11 9JW
Headmistress: Miss M. R. Hillier
Mixed 710 (11-16)
For January, Biology—Scale 1.
Applications (no forms) to the Headmistress, as soon as possible. Closing date: 14th November, 1975.

OXFORDSHIRE
THE ELMS
Gloucester Street, Faringdon
Oxon. SN7 7HZ
(Roll 1,250)
Required in January or as soon after as possible: an ASSISTANT to share in the teaching of CHEMISTRY and/or PHYSICS in this developing co-educational Comprehensive School. A new Science Block opens in April. Scale post for suitably qualified candidate.
Letters of application giving full details of qualifications, experience and names and addresses and telephone numbers of two referees, should be sent to the Headmistress at the school, from whom further particulars may be obtained (stamped addressed envelope).

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
THRYBERGH COMPREHENSIVE SCHOOL
11-16 Mixed, approximately 850 on roll
Required for January, 1976, TEACHER, Scale 1 plus E.P.A. Allowance, to teach GENERAL SCIENCE up to C.S.E. level.
Application forms available from the Principal Recruitment Officer (Education), Room 7, Top Floor, Municipal Offices, Howard Street, Rotherham. Tel. Rotherham 2121, ext. 3367.
S. W. Ellis, Director of Personnel Resources.

ST. HELENS
EDUCATION COMMITTEE
Applications are invited for the following teaching post:—
ST. ALBAN'S R.C. SECONDARY SCHOOL
(11-16 years)
Washway Lane, St. Helens WA11 0LL
SCIENCE (Scale 1), to include two of the following: Physics, Chemistry, Biology.
Application forms which are available from the Headmaster should be returned immediately to the Rev. Father T. Foran, Holy Cross Presbytery, Corporation Street, St. Helens, Merseyside.

SHEFFIELD
EDUCATION
CITY SCHOOL
Stradbroke Road, Sheffield S13 8SS
An 11-18 Comprehensive
Required for January, 1976, for the Spring term only, a TEACHER of CHEMISTRY and GENERAL SCIENCE. Scale 1.
Application forms are obtainable from the Head Teacher to whom they should be returned as soon as possible.

STOCKPORT
EDUCATION DIVISION
SECONDARY
Required for January, 1976.
HOYT BANK SCHOOL
The Fairway, Offerton, Stockport
TEACHER of BIOLOGY, Scale 2 (Ref. 85/TES). Responsible for Biology to the Head of Science. Sixth form teaching is available.
Application forms from the Director of Education, Town Hall, Stockport (giving the reference number) and returned to the Headteacher at the school by 14th November, 1975.

SUFFOLK
COUNTY COUNCIL
STOWMARKET HIGH SCHOOL
(Comprehensive, 1,120 boys and girls aged 13 to 18)
Required for January, 1976, BIOLOGY TEACHER (Scale 1) to teach this subject at all levels. Ability to teach some General Science would be an advantage. The Science Department is well developed, in recently built laboratories.
Further details and forms obtainable (stamped addressed envelope please) from the Headmaster.

SUTTON
(London Borough of)
STANLEY PARK HIGH SCHOOL (MIXED)
Stanley Park Road, Carshalton, Surrey
Required as soon as possible: TEACHER of BIOLOGY, Scale 1 post available for suitably qualified candidate. Applicants should be prepared to teach Biology to C.S.E. and G.C.E. "O" level in this 8 form entry High School. A temporary appointment for one term would be considered.
Applications in writing giving curriculum vitae direct to the Headmaster (forms of application not necessary).

WEST SUSSEX
(WESTERN AREA)
CHICHESTER HIGH SCHOOL FOR GIRLS
Stockbridge Building,
Stockbridge Road, Chichester
Required for January, 1976, graduate TEACHER of CHEMISTRY to Advanced level. A temporary appointment for two terms would be considered or substantial [illegible].
Write giving full details of career and addresses of two referees to the Headmistress at the school. Removal and resettlement grants payable in approved cases.

BIOLOGY teacher required immediately until Christmas.—Apply St. Mary Magdalene C. of E. Comprehensive School, Richmond 01-940 1063.

Social Studies

Heads of Department

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from well qualified and experienced TEACHERS.
DAVIDSON HIGH SCHOOL
Davidson Road, Croydon CR0 6DD
Tel: 01-654 0913
Head: Mr. P. P. Francis, B.A.
Tenable: 1st January, 1976
A HEAD of DEPARTMENT of SOCIAL STUDIES is required in this comprehensive school to develop the work of this young department. Facilities are good including a school resources unit and a large audio room with rine projection. It is tenable from January, if possible, but a temporary appointment is offered to take charge of the Department with a likelihood of permanency would be considered.
Salary—Burnham Scale 3 with London Area Allowance available to suitable applicant.
Reasonable removal expenses will be reimbursed (details on request).
Applications on forms obtainable from, and returnable to the Head Teacher at the above address as soon as possible.

KNOWSLEY
(Metropolitan Borough of)
SECONDARY SCHOOL
CANTRIL COMPREHENSIVE SCHOOL
Little Moss Hey, Cantril Farm, Liverpool, L28 4RL
(Developing 11-18 school opened 1973)
E.P.A. allowance payable
HEAD of SOCIAL EDUCATION, Scale 3.
For full particulars and forms send stamped addressed envelope to Headmaster.

Other Posts on Scale 2 and above

BEXLEY
(London Borough of)
BLACKFEN SCHOOL FOR GIRLS
(Roll 850)
Required January or Easter, a well qualified TEACHER to take Areas [illegible] fifth and sixth year groups to "O" level and C.S.E. SOCIOLOGY. Ability to share the "A" level History an advantage. Scale 3 available for suitable applicant.
L.A.A. £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications to the Chief Education Officer (T.7), Town Hall, Crayford, Kent.

WARWICKSHIRE
EDUCATION DEPARTMENT
NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road, Bedworth
1,682 on roll
TEACHER of SOCIAL STUDIES (Scale 1, a Scale 2 post is available for a suitably qualified candidate).
Opportunity exists to contribute to the integrated Humanities and Community Studies work in the Social Sciences Department of the Humanities Faculty.
Further information and application forms may be obtained from the Head Teacher.

Scale 1 Posts

HERTFORDSHIRE
COUNTY COUNCIL
SIR FREDERIC OSBORN SCHOOL
Herns Lane, Welwyn Garden City
Headmaster, Mr. B. R. Ingram, M.A. (Cantab.)
TEACHER of SOCIOLOGY, Scale 1, required for January or April in this seven form entry comprehensive School with a large Sixth Form.
The subject is well established and taught to "O" and "A" level.
Applications in writing to the Headmaster at the school, giving curriculum vitae and names of two referees.

SECONDARY
continued

Technical Studies

Other Posts on Scale 2 and above

AVON COUNTY
[illegible] SCHOOL
[illegible] Gardens, Bristol
[illegible]
11-18 comprehensive: 1,460
Required January or April, a TEACHER for TECHNICAL STUDIES DEPARTMENT to take varied role, principally WOODWORK. Scale 2 post for suitable applicant. Temporary or permanent appointments considered.
Application by letter to the Headmaster immediately with details of qualifications and experience and names of two referees.

BARNET
(London Borough of)
[illegible] SCHOOL
[illegible] Road, North Finchley
N12
01-445 1210
(Mixed: 650 pupils)
Required January, 1976, TEACHER to teach all aspects of DESIGN, Technical and ENGINEERING DEPARTMENT, i.e., WOODWORK, METALWORK, PLASTICS, TECHNICAL DRAWING. Engineering up to College, teaching includes "A" level Technical Drawing. Special Allowance (Scale 2) for this and responsibility for metalwork and engineering workshop.
In approved cases assistance may be given by way of housing, the payment of up to 100 per cent removal expenses and separation allowance.
Application forms and full details obtainable from the school, [illegible] be completed and returned to the Headmaster before Friday, 14 November, 1975.
[illegible] Director of Education.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
REDBORNE UPPER SCHOOL AND COMMUNITY COLLEGE
Ampthill
(Roll: 1,150 Mixed)
Headmaster L. J. Gutteridge B.A., B.Sc. (Econ.)
Required for January 1976, if possible, a TEACHER of METALWORK within the Technical Studies Department. Candidates should possess drive and initiative and wide interests including Design and Project work and Vehicle maintenance. Public examination courses established. Scale 2 post available.
Apply immediately to the Headmaster at the School by letter or telephone Ampthill 404[illegible].

BEXLEY
(London Borough of)
WESTWOOD SCHOOL
(Mixed) (Roll 1,100)
MASTER required January, 1976, to be in charge of WOODWORK. Excellent facilities. Scale 2 allowance available.
[illegible] SCHOOL
(Mixed) (Roll 1,061)
An experienced TEACHER required for January, 1976, for WOODWORK. Scale 2 allowance available.
L.A.A. £267. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Applications to the Chief Education Officer (T.7), Town Hall, Crayford, Kent.

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
[illegible] COUNTY SECONDARY SCHOOL
[illegible] Road, Amersham HP6 5LX
Head: Mr. F. A. G. Lawrence, B.Sc.
(Number on Roll: 520)
Qualified TEACHER of HANDICRAFTS required for January or sooner. Scale 2 post available for suitably qualified candidate. The school is situated in semi-rural surroundings, yet twenty miles from London and enjoys good facilities with well-equipped workshops. The school studies Metalwork and Woodwork to "O" Level G.C.E. and there are link courses in Engineering and Motor Vehicle Maintenance with the local college. London area fringe allowance of £141 per annum in addition to Burnham salary. Removal expenses up to £150 payable in approved cases.
Further information and application forms from the Headmaster. Telephone: Amersham 4612.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated—
Closing date is ten days after the appearance of the advertisement.
In respect of Headships and Deputy Headships in all schools, and for posts in primary, middle and special schools, forms are obtainable from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds, LS1 3AE.
For other posts in secondary and high schools, application should be made to the headteacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Requests for forms and details should be accompanied by a stamped addressed envelope.

SPECIAL SCHOOLS
SCALE 2(S) POST

2.S.B ARMLEY GRANGE SCHOOL (84 on roll: 5-16 years)
Armley Grange Drive, Leeds, LS12 3QH
(Telephone: Leeds 638815)
Headteacher: Mr. J. S. Jacques
Required for January, 1976: a teacher to be responsible for homecraft throughout the school. The work in this area is well established. Children work in groups of four or five and are drawn from the complete age range. The position may be suitable for an experienced teacher wishing to take up a first appointment in a Special School. A Scale 2(S) post is available for a suitably qualified and experienced candidate.

SCALE 1 POSTS

S.W.1063 TRANFIELD SCHOOL (Group 6, Day E.S.N.(M)), 140 Mixed; 5-16 years)
Back Lane, Guiseley
(Telephone: Guiseley 61621)
Headteacher: Mr. D. M. Baker
Required for Easter, 1976, qualified teacher. Special School experience preferred but a person with a mature, stable personality who is capable of working with small groups of senior pupils is sought.
S.W.1059 Required for Easter, 1976, teacher for Housecraft with particular interest in welfare of senior girls.

PRIMARY SCHOOLS
SCALE 2 POSTS

W.E.1020 BLENHEIM PRIMARY SCHOOL (325 on roll: 5-9 years)
Lofthouse Place, Leeds, LS2 9EX
(Telephone: Leeds 459815)
Headteacher: Mrs. D. Swales
Required for 1st January, 1976, an experienced teacher to work in the activity area with groups of children withdrawn from the 7-9 year olds. An interest in language development essential. Scale 2 post for suitably qualified and experienced applicant.

W.1076 SUMMERFIELD PRIMARY SCHOOL
(320 on roll; 5-9 years)
Intake Lane, Bramley, Leeds, LS13 1DQ
(Telephone: Pudsey 4154)
Headteacher: Mrs. H. Mitchell
Required for January, 1976: a suitably qualified teacher for a class of 7-8 year olds. A special interest in boys' Physical Education and/or Music would be an advantage. Scale 2 post will be available for suitable applicant.

MIDDLE SCHOOLS
SCALE 1 POSTS

I.1023 SEACROFT PARK MIDDLE SCHOOL
(Number on Roll: 810 (9-13 years))
Dalton Approach, Leeds, LS14 6LD
(Telephone: Leeds 659111)
Headteacher: Mr. D. Grant
Required for the Spring term, 1976—to begin 1st December, 1975, if possible: temporary teacher to specialise in French (En Avant), replacing teacher on maternity leave.

HIGH/SECONDARY SCHOOLS
SCALE 3 POST

H.1074 PRIMROSE HILL HIGH SCHOOL
(Number on Roll: 750 (13-18 years))
Hill Street, Leeds, LS9 7NL
(Telephone: Leeds 454818)
Acting Headteacher: Mrs. J. M. Ayling
Required for Easter or January, 1976: HEAD OF THE COMMERCE DEPARTMENT.
The post offers the opportunity of working with a group of 6th form girls following a secretarial course. Courses leading to C.S.E. examinations in Typing, Office Practice and Shorthand are well established in the 14-16 age group.

HARINGEY
(Borough of)
HIGHGATE WOOD SCHOOL
Montenotte Road, London, N.8
Seven-form entry mixed comprehensive school. Roll 1,140
Required for January if possible: An experienced and well-qualified TEACHER to assist in the TECHNICAL DEPARTMENT, with special responsibility for Woodwork.
Scale 2 or 3 available for suitably qualified and experienced candidate.
Removal expenses—100 per cent allowed, London Allowance (£351) payable.
Forms of application (stamped addressed envelope) available from the undersigned, to be returned to the Head of school as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
ASHLYNS SCHOOL
Berkhamsted
Group XI. Comprehensive, Co-educational Upper School (13-18)
Required as soon as possible, Specialist TEACHER of TECHNICAL SUBJECTS—one or more of Woodwork, Metalwork and Technical Drawing—to help with the teaching of those subjects in the Main School (13-16). A Scale II post could be available for a suitably qualified and experienced candidate.
Applications, by letter to the Headmaster, should include curriculum vitae, any recent testimonials and names and addresses of two referees.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON-UPON-HULL DIVISION
ANDREW MARVELL HIGH SCHOOL
Barham Road, Kingston-upon-Hull
Head, Geoffrey Howarth, B.A.
Required for January, or as soon as possible thereafter, a TEACHER of TECHNICAL SUBJECTS, capable of working with a variety of materials, including wood, metal, plastics, etc. Design courses are well-established and there will be opportunities for work in recently developed courses in auto science, etc.
A Scale 2 post is available for a suitably experienced applicant but a temporary or part-time appointment would be considered.
This is a mixed comprehensive school for about 1,600 pupils aged 13 to 18 years.
Application forms are available from the Head and should be returned by November 14.

SHEFFIELD
EDUCATION
CITY SCHOOL
Stradbroke Road, Sheffield S13 8SS
An 11-18 Comprehensive
Required for January, 1976, a TEACHER of HANDICRAFT (mainly Metalwork) and TECHNICAL DRAWING. Scale 2 available for suitable candidate.
Please apply to the Headmaster at the School giving details of qualifications and experience and enclosing the names and addresses of two referees.

STAFFORDSHIRE
COUNTY COUNCIL
EASTERN AREA
JOHN TAYLOR HIGH SCHOOL
Barton-under-Needwood
(Group 11—No. on roll 1,070)
Headmaster: N. W. J. Adams, B.A.
Required for January, 1976, ASSISTANT MASTER for METALWORK (Scale 2).
The John Taylor High School is a mixed, community, comprehensive school serving the large village of Barton-under-Needwood and the surrounding rural area. Accommodation to buy is plentiful at reasonable prices.
Application should be made by letter as soon as possible giving full details of qualifications and experience together with the names and addresses of two referees to the Headmaster at the school, Dunstall Road, Barton-under-Needwood, Burton upon Trent (telephone no. Barton-under-Needwood 2476).
H. M. Williams, Area Education Officer, Eastern Area Education Office, Guild Street, Burton upon Trent, DE14 1NE.

SUTTON
(London Borough of)
GLYNDON HIGH SCHOOL
London Road, [illegible], Surrey
SM3 [illegible]
Required January, 1976, MASTER to take charge of a well equipped METALWORK shop and teach throughout the school up to C.S.E., "O" level and C.S.E. standard. Also to help with Technical Drawing if necessary. The school is coeducational with approximately 800 pupils on roll. Scale 2 or 3 post available for a suitably experienced candidate.
Application to the Headmaster in first instance.

Scale 1 Posts

AVON COUNTY
KINGSFIELD SCHOOL
Kingswood, Bristol BS15 4JT
Co-educational 11-18: 250 in Collegiate Sixth Form
TEACHER for METALWORK throughout school from January, 1976. New buildings under construction. Scale 1/2 for suitable candidate. Temporary post considered.
Applications in writing to the Headmaster in full with curriculum vitae and with names of two referees immediately.

BRENT
(London Borough of)
WILLESDEN MANOR HIGH (MIXED) SCHOOL
Carlton Avenue East, Wembley
HA9 8NA
(Roll 1,000: 11 to 18; approximately 120 in well-established Sixth Form. Excellent modern facilities in all subjects)
Required as soon as possible or in January: TEACHER for TECHNICAL STUDIES (Scale 1 or 2 according to experience) to take classes in Craft (Metal, Wood and Plastics). Ability to offer Technical Drawing an added recommendation. Well equipped workshops are provided for work up to "A" level. Art-trained graduates who have experience in three-dimensional design will also be considered.
The London Allowance of £351 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances. Candidates should apply by letter to the Head of the School within seven days, giving age, present post, qualifications, experience and references.

COVENTRY (City of)
CALUDON CASTLE BOYS' COMPREHENSIVE SCHOOL
(1,580 on roll)
Required January.
Two Scale 1 posts to complete a strong departmental team.
(1) TECHNICAL DRAWING
(2) WOODWORK or METALWORK.
Candidates with a combination of these skills welcomed.
Apply by letter, giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster of the school, Axholme Road, Coventry CV2 5BD.

DEVON
HONITON SECONDARY SCHOOL AND COMMUNITY COLLEGE
(Roll 695)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for TECHNICAL SUBJECTS, to offer any of the following: Woodwork, Metalwork or Technical Drawing. Temporary post for one term.
Scale 1 post.
The successful applicant will be expected to take up the appointment as soon as possible.
Application forms (stamped addressed envelope please) from Headmaster, Honiton School and Community College, School Lane, Honiton EX14 8BW, returnable by 14th November, 1975.

HAMPSHIRE
SOUTH-EAST AREA
[illegible] SCHOOL
[illegible] Road, [illegible]
(Comprehensive mixed, 11 to 18)
(1,600 on roll)
Required for January 1976 or as soon as possible thereafter: ASSISTANT TEACHER (man or woman) for TECHNICAL STUDIES. Candidates must be interested in Design Concept and preferably have particular qualifications and interest in fluid crafts.
Closing date for applications is 14th November 1975.
Application by letter to the Head, giving details of qualifications and experience, together with the names and addresses of two education referees. Further details obtainable from Head.
Assistance with removal expenses in approved cases. Housing accommodation will be considered in appropriate cases.

HEREFORD AND WORCESTER
EDUCATION COMMITTEE
EVESHAM, BLACKMINSTER MIDDLE SCHOOL
Station Road, South Littleton, Evesham, Worcs. WR11 5TG
Required for January, 1976:
CRAFT TEACHER (Male) with special interest in METALWORK and TECHNICAL DRAWING. Three-quarters of time to be spent with 10-13-year-olds and one-quarter with 13 to 16-year-old C.S.E. classes in the current school year.
Application forms available from and returnable to the Headmaster on receipt of a stamped addressed envelope (foolscap).

HERTFORDSHIRE
SIR JAMES ALTHAM SCHOOL
Chilwell Gardens, South Oxhey, Watford
(Roll: 750)
Mixed, all ability
Required January:
TEACHER of TECHNICAL STUDIES, to teach to at least C.S.E. This is an opportunity to join young progressive team in rapidly expanding department. Primus allowance.
Apply by letter to Headmaster, with curriculum vitae and naming two referees.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
HERITAGE SCHOOL
Cleamer Street, Grimsby
Number on Roll: 787
Headmaster Mr. T. H. Day, A.C.P.
Required for January, 1976, or as soon as possible:
TEACHER to join the TECHNICAL STUDIES DEPARTMENT and to be partly responsible for woodwork throughout the school.
Application forms and further information obtainable from the Headteacher at the school to whom they should be returned within 10 days of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
MEDWAY DIVISION
ROCHESTER—TEMPLE SECONDARY BOYS' SCHOOL
Brompton Farm Road, Frindsbury
(Roll 660)
Required for January, 1976, or earlier if possible, a TEACHER for the TECHNICAL DEPARTMENT to teach WOODWORK, METALWORK, PLASTICS, or Technical Drawing or a combination of any of these subjects. Applications from newly qualified teachers of initiative, who are willing to develop new ideas, would be welcomed.
Apply to the Headmaster giving details of qualifications and experience with the names of two referees.

MAIDSTONE DIVISION

THE CORNWALLIS SCHOOL
Linton, Near Maidstone
(1,500 Mixed) 11-17 High School
Comprehensive intake with some transfers to Upper Schools at 13+.
Courses to C.S.E. and "O" level.
Required January, TEACHER of METALWORK and/or Woodwork.
Applications with curriculum vitae and names of two referees to the Headmaster.

Cheshire

Application forms (send s.a.e.), unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON, M.A.
Director of Education.

HEADS OF DEPARTMENT

ENGLISH
Northwich County Grammar School for Girls
Granville Road, Leftwich, Northwich, Cheshire CW9 8EZ
(978 girls: 160 in the Sixth Forms)
Head Mistress: Miss J. G. Dines, B.A.
Required for January 1976, or as soon as possible thereafter, a graduate MISTRESS/MASTER to be responsible for the teaching of ENGLISH throughout the School. The subject is taught to G.C.E. Ordinary and Advanced levels. Applicants should indicate their interest in activities associated with English e.g. Drama. [illegible] The post will carry a Scale 4 allowance for a suitably qualified and experienced candidate.
The School is a modern building shortly to be considerably extended and stands in pleasant grounds overlooking country surroundings.

HEAD OF MODERN LANGUAGES—SCALE 3
Inford Secondary School
Long Lane, Warrington, Cheshire WA2 8PX
Wanted a qualified teacher as Head of Modern Languages. French [illegible]. Ability to introduce in the future a second language to French is essential. A good degree in languages would be an added recommendation.

SCALE II POSTS AND ABOVE

MUSIC
Congleton County Grammar School for Girls
Holmes Chapel Road, Congleton CW12 4NH
Required in September, 1976. Graduate to take charge of the Music Department. Scale 3.
Closing date 17th November, 1975.

Halton District
SCHOOL COUNSELLOR
See advertisement under Child Care.

SCALE 1

ENGLISH
Wilmslow Girls Secondary School
Wycliffe Avenue, Wilmslow, Cheshire
Required for January, man or woman. The subject is taught to C.S.E. level in the School.

SPECIAL

TEACHER OF THE DEAF
Winsford Hebden Green Day/Residential School
Qualified teacher of Deaf to teach physically handicapped children with hearing losses. Candidates will be expected to have a general commitment with regard to language development and remedial programmes throughout the school.
Scale II post available for suitable applicant.
Application forms obtainable from and returnable to District Education Officer, Vale Royal District, County Offices, Watling Street, Northwich, Cheshire.

STAFFORDSHIRE
CENTRAL AREA
SECONDARY VACANCIES

Required for January, 1976, unless otherwise stated.

Scale 2 Posts and Above

WILNECOTE HIGH SCHOOL, WILNECOTE, TAMWORTH
ROLL: 1,265
Teacher of ART and CRAFT Scale 2 required to be second in a Department of four full-time teachers and to teach up to C.S.E. and G.C.E.
Applications from holders of A.T.D. and N.D.D. in Graphic Design or Painting would be welcome.

Scale 1 Posts

CHASETOWN COMPREHENSIVE SCHOOL,
OFF HIGHFIELDS ROAD, CHASETOWN, WALSALL.
ROLL: 1,000
Master required for WOODWORK, Scale 1 or Scale 2 according to experience. The Department has recently moved into a new purpose-built practical block and is very well equipped.
Appointment to commence as soon as possible.

NETHER STOWE COMPREHENSIVE SCHOOL,
ST. CHAD'S ROAD, LICHFIELD. ROLL: 1,135
Qualified Teacher (Scale 1) required to join a well established Remedial Department. Most of the teaching would concern small groups in the first and second years for English, Maths and General Humanities. Genuine interest in Remedial work is essential and the post might be suitable for someone with Primary or Middle School experience.

RISING BROOK SECONDARY SCHOOL,
WOLVERHAMPTON ROAD, STAFFORD.
ROLL: 1,040 (MIXED)
Assistant Teacher of ENVIRONMENTAL SCIENCE, Scale 1 required. Excellent opportunities in a developing department which is about to move into new purpose-built facilities.
The School is situated in a pleasant residential area and will become a 13-18 Comprehensive School.

TES 31 Oc 75

SURREY
COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £141 p.a. THROUGHOUT THE COUNTY.

* Generous relocation expenses in approved cases.

* Some District Councils may be able to provide housing accommodation for teachers.

Scale 1 Post

Comprehensive

CHERTSEY, SALESIAN SCHOOL (Mixed 853) METALCRAFT AND TECHNICAL DRAWING

Master/Mistress

GIRLS' P.E. AND GAMES

Master/Mistress

Telephone: Chertsey 64521

Further details available from the Head where the telephone number is shown. Application forms available on receipt of a stamped, addressed, foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ. Complete list of vacancies available second week of each month; if possible, please state areas preferred.

LANCASHIRE
EDUCATION COMMITTEE

For application forms send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ, unless otherwise stated.

SPECIAL EDUCATION

NORTH MEOLS BANKS GREAVES HALL HOSPITAL SCHOOL

Deputy Head Teacher Group 4.

FLEETWOOD LARKHOLME LODGE EDUCATION UNIT Roll 15

For January, 1976. Assistant Teacher interested in working with most severely handicapped children in small unit, at present housed in temporary premises. Scale 1. This is a challenging opportunity for suitable applicant to become involved in a new and developing field of special education.

SECONDARY SCHOOLS

DEPUTY HEADSHIPS

BURNLEY TOWNELEY HIGH

11-18 Comprehensive (1,117 Mixed) Group 11. 6th Form

DEPUTY HEADMASTER. Required 1st January, 1976, or as soon as possible thereafter.

Full details/forms from/to District Education Officer, Education Offices, 14 Nicholas Street, Burnley BB11 2AW, by the 10th November, 1975. Please send foolscap s.a.e.

SCALE 2 POSTS & ABOVE

MORECAMBE HIGH 11-18 MIXED COMPREHENSIVE

1,265 on roll. 200 in Sixth Form

For September, 1976, Director of Faculty of Mathematics, Scale 4.

Further details/forms from/to the Headmaster at the School, Dallam Ave., Morecambe, Lancs LA4 5BG. Closing date 10th November, 1975.

SCALE 1 POSTS

FLEETWOOD (ROSSALL) CARDINAL ALLEN R.C. SECONDARY (Aided) (750 Mixed)

For Summer Term, 1976, FRENCH (Language Laboratory and Audio Visual Equipment available). Ability to teach German an advantage. Forms from/to the Head at the School, Broadway, Fleetwood. Closing date 10th November, 1975.

KIRKHAM CARR HILL COUNTY SECONDARY (1,110 Mixed)

For 1st January, 1976, Assistant Master for Woodwork throughout the School to G.C.E./C.S.E. level, ability to help with Metalwork and other technical activities an advantage.

Forms from/to the Head at the School, Royal Avenue, Kirkham, Preston, by the 10th November, 1975.

LEYLAND WORDEN HIGH (750 mixed 11-16 Comprehensive)

FIRST YEAR FORM TEACHER. Some assistance with Mathematics an advantage.

Forms/further details from/to Headmaster at the School, [illegible]

ORMSKIRK ST. BEDE'S R.C. HIGH (699 Mixed)

For January, 1976:

1. DOMESTIC SCIENCE to C.S.E. and G.C.E. "O" level. Two Domestic Science/Housecraft Rooms in Department. Ability to teach some Biology a recommendation.
2. ART/CRAFT possibly to C.S.E. or, later, G.C.E. "O" level, with some GENERAL SUBJECTS.

Forms/further details from/to the Head of the School, St. Anne's Road, Ormskirk, Lancs, as soon as possible.

BURNLEY IVY BANK HIGH

Co-education 11-16 (1,178 on roll).

Required 1st January 1976 or as soon as possible thereafter for ART.

Forms from/to (please send foolscap s.a.e.) the District Education Officer, Education Offices, 14 Nicholas Street, Burnley BB11 2AW, by the 10th November, 1975.

RAWTENSTALL ST. AMBROSE R.C. SECONDARY (Aided) (639 mixed)

MUSIC throughout the school to C.S.E. Scale Two for experienced applicant.

Forms/further details from the District Education Officer, Education Office, Town Hall, Rawtenstall, Rossendale BB4 7LZ, returnable to the Head at the School, Haslingden Road, Rawtenstall, Rossendale.

SECONDARY
Technical Studies continued

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
UPWELL SECONDARY SCHOOL
Upwell, near Wisbech, Cambs
(560 mixed)
Headmaster: V. M. Allen
Required 1976: WOODWORK TEACHER (Scale 1).

Application forms and further details may be obtained by sending a stamped, addressed foolscap envelope to the Headmaster.

Removal expenses are paid in accordance with the Authority's scheme.

OXFORDSHIRE
PEERS SCHOOL
Oxford, OX4 5JY
(Roll 1,100)

This is a mixed comprehensive Upper School for pupils aged 13 to 18, three miles from the centre of the city. The roll includes a Sixth Form of about 130.

Required for January, 1976, a TEACHER of GENERAL WORKSHOP CRAFTS who would also be able to take responsibility for Motor Mechanics within the Technical Studies Department. A specialist Motor Mechanics Workshop is available.

Applications, together with qualifications, curriculum vitae and names of two referees, should be sent to the Headmaster as soon as possible.

WILTSHIRE
HIGHBURY SECONDARY SCHOOL
Laverstock, Salisbury
Scale 1
(Number on roll 640 boys)

Required as soon as possible, an ASSISTANT TEACHER to teach WOODWORK and some TECHNICAL DRAWING to C.S.E. with possibility of some "O" level work.

The teacher sought is one who could join a successful team of four responsible for the heavy craft work in this new school with modern workshops in which a Technician is employed. The vacancy occurs because of promotion of one of the team.

Please send stamped addressed envelope for application form, obtainable from the Secretary at the school.

Other than by Subject Classification

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE

DARTFORD DIVISION

WESTGATE ROAD
Dartford

TEACHER-IN-CHARGE. Scale 3, required for small centre dealing with older pupils excluded from Secondary schools. Fringe allowance.

Further details and application forms from Divisional Education Officer (stamped addressed envelope), Essex Road, Dartford.

Scale 1 Posts

AVON COUNTY
BEDMINSTER DOWN SECONDARY SCHOOL
Donald Road, Bristol. BS13 7DQ
(Comprehensive, co-educational 1,000 pupils)

Required for January (permanent or temporary): TEACHER to work, in the main, with less-able pupils in the Joint Studies department of the Upper school. Applications from enthusiastic teachers of English, who should state other interests, will be most welcome.

Please apply immediately to the Headmaster, giving tabulated curriculum vitae and the names and addresses of two referees.

AVON COUNTY
MONKS PARK SCHOOL
Bristol
(Coeducational; comprehensive: 1,610 plus pupils)

A Scale 1 vacancy exists for January, 1976, to teach combined SCIENCE and modern MATHEMATICS to the first two years in this mixed comprehensive school.

Applications for a temporary appointment will be considered and the post can be reviewed at the end of the academic year.

Letters of application, naming two referees, to the Headmaster as soon as possible.

DURHAM
COUNTY COUNCIL
TANFIELD SECONDARY SCHOOL
Four F.E. Selective, 11-18
115 in Sixth Form
PHYSICS/MATHEMATICS — Salary Scale 1. Qualified ASSISTANT required for January, 1976, or as soon as possible thereafter to teach mostly to Lower Forms. Further information available from Headmaster.

Stamped addressed envelope for application form to Area Administrative Officer, Durham Road, Blackhill, Consett, Co. Durham.

Removal expenses, lodging allowance and travelling expenses payable in approved cases.

Canvassing members of the appropriate Committee, directly or indirectly, strictly prohibited.

Closing date for receipt of applications 17th November, 1975.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ST. ANGELA'S CATHOLIC SCHOOL FOR GIRLS
Oakthorpe Road, Palmers Green N13 5TY
Required for January, Part-time TEACHER of DRAMA, 3 full days per week: Tuesday, Wednesday, Thursday. New purpose built upper tier comprehensive school, voluntary aided. 680 on roll. R.C. preferred.

Moving facilities subject to funds being available. Consideration given to the following: 100 per cent removal expenses, generous assistance with relocation costs, temporary housing accommodation for up to two years, £11 per week lodging allowance (up to four months) in certain cases.

Application forms obtainable from the Headmistress to whom they should be returned as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL

EAST HERTS DIVISION

THE QUEEN ELEANOR SCHOOL
Cameron Drive, Waltham Cross
All ability, ages 11 to 18
(Number on roll: 680)

ASSISTANT TEACHER to help with GENERAL STUDIES programme with Fourth Year and above, and to teach ENGLISH and/or RELIGIOUS EDUCATION. London Fringe Allowance.

Please write to the Headmaster giving a curriculum vitae and the names, addresses and telephone numbers of two referees.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
RIDDINGS COMPREHENSIVE SCHOOL
Enderby Road, Scunthorpe
Headmaster: T. Ellis
(No. on Roll 1,180)
Required for January, 1976:
TEACHER for GENERAL SUBJECTS. Scale 1. Good opportunities for first appointment. Assistance with housing may be possible for married teachers and teachers with families.

Application forms, obtainable from the Headmaster, should be returned as soon as possible.

LONDON, E.3
CENTRAL FOUNDATION GIRLS' SCHOOL
31-33, Bow Road, London E.3
Required as soon as possible in this newly formed comprehensive school of about 950 pupils:
Part-time (.5) MASTER or MISTRESS to teach GENERAL SUBJECTS, preferably specializing in GEOGRAPHY.

Applications, with full particulars and copies of testimonials, should be sent to the Headmistress as soon as possible.

LINCOLNSHIRE
EDUCATION COMMITTEE
DONINGTON, COWLEY'S SECONDARY SCHOOL
Burnham Scale 1, £2,253 to £3,744
(445 on roll)
Required for January, 1976, ASSISTANT TEACHER for ART and ENGLISH. Staff house available. Assistance with removal expenses by trustees.

Further details and letters of application stating two referees from the Headmaster at the school on receipt of stamped addressed envelope.

NEWHAM
(London Borough of)
BRAMPTON MANOR SCHOOL
Roman Road, London E6 3SQ
(1,410 mixed on roll)
Required January, 1976:

(1) TEACHER to be responsible for TECHNICAL STUDIES, Scale 1. Courses up to "O" and "A" levels are being established. Less able students take the Home Maintenance at C.S.E. level.

(2) TEACHER to be responsible for MATHEMATICS. Scale 1. The department is fully staffed, but there is a need to create more opportunities for mathematics to be studied at various levels including the expanding Sixth Form.

Burnham Scales plus London Allowance £351.

Application forms can be obtained from the undersigned and should be returned as soon as possible.

J. B. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

County of Cleveland
CLEVELAND EDUCATION COMMITTEE
SECONDARY TEACHING APPOINTMENTS

SECOND MASTER POST

ORMESBY SCHOOL, Stockwith Close, Netherfields, Middlesbrough, Cleveland TS3 0RE (Tel: Eston Grange 66645 and 2191)

Applications are invited from suitably qualified and experienced teachers for the post of SECOND MASTER at the above school. The post is vacant at present, and the appointment will take effect from the Summer Term, 1976. This Group 10 school was re-organised in September, 1973 as an 11-16 Comprehensive School.

SCALE POST

BERTRAM RAMSEY SCHOOL, Marton Road, Middlesbrough, Cleveland TS4 3RX (Tel: Middlesbrough 37264)

Required as soon as possible, a teacher of HOME ECONOMICS with a special interest in NEEDLEWORK. A SCALE 2 post is available for a suitably qualified and experienced candidate. The person appointed should be able to teach throughout the full age and ability range.

Bertram Ramsey is an 11-16 Comprehensive School with approximately 1,100 pupils on roll.

Financial assistance with household removal expenses is available in approved cases. Temporary housing accommodation may be available if required.

Application may be made by letter or on application forms obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement.

Mid Glamorgan
COUNTY COUNCIL

LECTURING/ TEACHING STAFF

OGWR DISTRICT

COLLEGE OF TECHNOLOGY

BRIDGEND:

1. Lecturer Grade I in BRICKWORK

Applicants must possess a Final/Advanced Certificate of the City and Guilds of London Institute in Brickwork and have had good industrial experience. The possession of an H.N.C. in Building will be an advantage.

Salary: £2,469 x £126(6) x £144(8) - £4,377.

Additional increments are payable within the scale for approved industrial experience.

Amended Advertisement

2. Head of Department of ELECTRICAL ENGINEERING and SCIENCE, Grade II.

Applicants must hold a suitable Graduate qualification of a British University or be a Chartered Engineer of the Institution of Electrical Engineers. Teaching experience essential, and good industrial experience an advantage.

Salary: £5,652 x £198(4)-£6,444.

COMPREHENSIVE SCHOOLS

CYNFFIG, Kenfig Hill, Bridgend:-

1. Graduate in WELSH (preferably with Honours) to assist in the teaching of the subject to 'A', 'O' and C.S.E. levels. Willingness to organise the school branch of Urdd Gobaith Cymru an advantage. Scale 1.
2. Honours graduate in ENGLISH, preferably with some experience, to assist in the teaching of the subject to 'O' level. Possibility of 'A' level work in the future. The successful applicant will be expected to make a lively contribution to the work being done in the English Department, which has two libraries and a well equipped Drama Room. Scale 2 post.

PENCOED, Nr. Bridgend:

Head of Geography Department

Experienced Honours graduate in GEOGRAPHY to teach Geography up to 'A' level and to organise the teaching of the subject throughout the school. Scale 3 post.

Application forms, to be returned by 12th November, 1975, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Sunnyside, Bridgend.

RHYMNEY VALLEY DISTRICT

COMPREHENSIVE SCHOOLS

LEWIS BOYS', Pengam:

1. Teacher qualified to teach GERMAN, with some FRENCH in the lower school (Forms 1 and 2). In German the teaching will be up to C.S.E. and 'O' level, with the possibility of 'A' level work for a suitable candidate in the future. Scale 2 post for an experienced teacher but applications will be considered from new entrants for a Scale 1 post.
2. Teacher qualified to teach WOODWORK or METALWORK. The successful applicant will be expected to play a full part in this large department, in the Woodwork or Metalwork Workshops, General-craft Workshops and the Drawing Office. All Workshops are modern and well equipped. Scale 1.

LEWIS GIRLS', Ystrad Mynach:

Graduate in Music or teacher qualified to teach the subject throughout the school or mainly in the Lower School. Opportunities available for developing special interests in Choral Work, Recorder Work or Creative Arts in conjunction with the Drama Department. Scale 1.

Application forms, to be returned by 12th November, 1975, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Offices, Ystrad Mynach, Hengoed.

TAFF ELY DISTRICT

COMPREHENSIVE SCHOOL

COED-Y-LAN, Beddau, Pontypridd:

Teacher qualified to teach GENERAL BOYS' CRAFT SUBJECTS and to assist in the Engineering Department with the teaching of TECHNICAL DRAWING. Scale 1.

Application forms, to be returned by 12th November, 1975, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Tylice Road, Pontypridd.

J. L. BRACE,
Director of Education.

SECONDARY
Scale 1 Posts continued

NORTHUMBERLAND
COUNTY COUNCIL
CORBRIDGE COUNTY SECONDARY SCHOOL
Corbridge, Northumberland

Required for January 1976 [illegible] TEACHER of [illegible] GAMES [illegible] any other subjects [illegible] TEACHER of BOYS' P.E. and GAMES. History and Religious Instruction would also be welcome.

Application forms, returnable as soon as possible, obtainable from the Headmaster at the school.

NORTHUMBERLAND
COUNTY COUNCIL
PRUDHOE COUNTY SECONDARY SCHOOL
[illegible] Road, Prudhoe on Tyne
Northumberland

ASSISTANT TUTOR FOR ADULT EDUCATION AND YOUTH SERVICE

Required for January to be a member of a team consisting of a Deputy Head, to whom the person appointed will be directly responsible, and a full-time Youth Leader.

The team is responsible for the provision and development of Adult and Youth Activities in the Prudhoe District. The Youth Centre at the School [illegible] and a further six clubs supported by full-time Youth Leaders.

Application forms returnable by 7th November and further details are obtainable by sending a self addressed envelope to the Headmaster at the school.

SANDWELL
Metropolitan Borough of
DEPARTMENT OF EDUCATION

Applications are invited from teachers for the following Scale 1 posts for January, 1976.

GEORGE SALTER HIGH SCHOOL
Cooper Lane, West Bromwich, West Midlands
Tel No. 021 559 2449

HOME ECONOMICS. Full or part-time appointments. [illegible] to be mainly Cookery with possibly some Needlework. The school has excellent facilities in a well-equipped Home Economics Block.

[illegible] HIGH SCHOOL
[illegible] Street, Cradley Heath, Warley, West Midlands
Tel No. [illegible]

SCIENCE-MATHEMATICS to first and 2nd year forms in a new school.

TIVIDALE COMPREHENSIVE SCHOOL
Lower City Road, Tividale, Warley, West Midlands
Tel No. 021 552 3301

GIRLS' P.E.

Application forms are available from and returnable to the Head Teachers of the schools.

SOUTH GLAMORGAN
County of

Required for January 1976, or as soon as possible thereafter.

COWBRIDGE COMPREHENSIVE SCHOOL
Cowbridge
(11 to 18; seven-form entry)

HEAD of HISTORY DEPARTMENT (Scale 3).
GRADUATE to be responsible for the subject throughout the school.

WILLOWS HIGH SCHOOL
Cardiff
(11 to 18; comprehensive; eight-form entry)

HEAD of MUSIC DEPARTMENT (Scale 3).
To be responsible for the music throughout the school.

BRYNHAFREN GIRLS' COMPREHENSIVE SCHOOL
Barry
(11 to 18, 12-form entry)

WELSH (Scale 1)
GRADUATE, to share in all aspects of the subject throughout the school.

PHYSICAL EDUCATION (Scale 1)
To share in all aspects of the work throughout the school.

Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned. These completed forms should be returned within 10 days of the appearance of this advertisement.

J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

SUTTON
London Borough of
[illegible] SHAW HIGH SCHOOL
[illegible] Road, Sutton, Surrey
Head: R. G. Wheelock, B.Sc.

A TEACHER is required for full-time or part-time for Spring Term, 1976. The main subject required is History with some French. This is a [illegible] entry purpose-built school for boys and girls 11 to 18. School roll: 1,180. Application to the Headmaster with curriculum vitae and the names and addresses of two referees.

TAMESIDE
METROPOLITAN BOROUGH
HIGH STREET COUNTY SECONDARY SCHOOL
High Street, Hyde SK14 2NP

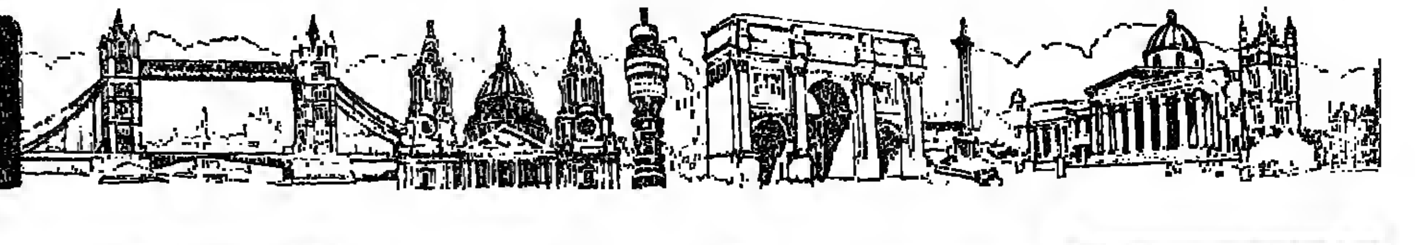
ASSISTANT TEACHER—MATHEMATICS or SCIENCE (Scale 1).

Additional post due to increase in numbers on roll. A teacher is sought who is interested in maintaining high standards of discipline and work. Application forms available from the Headteacher (please send stamped addressed envelope). Ref. TEG/TES. Closing date 18th November.

WARWICKSHIRE
EDUCATION DEPARTMENT
[illegible] R.C. HIGH SCHOOL
[illegible] Road, Warwick
[illegible]

Required for January, 1976, HISTORY (Scale 1) or ENGLISH and [illegible]. Apply direct to the Head.

PART-time teacher required for History and English for Girls' School in North London. Phone: [illegible]



ilea
INNER LONDON EDUCATION AUTHORITY

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated. Inner London Area Payment (£351 per annum) in addition to the appropriate Burnham salary scale.

Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Assistance towards the legal cost of home purchase (up to £200) and a grant towards incidental expenses of moving house may be paid in approved cases. In addition, a separation allowance may be paid if a dependent family have to be left in the previous home while new accommodation is obtained in London.

The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.

Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

ART

Scale 1 Post

SEDGEHILL SCHOOL
Sedgehill Road, Catford, S.E.6
(Roll 1,960, large Sixth Form)
Required for January, 1976 Teacher of Pottery and other three-dimensional work. This subject is taken at G.C.E. "O" and "A" levels and C.S.E. in a friendly and flourishing Art Department. Please write or phone 698 8911 (or 697 2578) for an application form.

COMMERCE

Post of Responsibility

HURLINGHAM SCHOOL (S.G.)
(Roll 870, 11 to 18 Comprehensive)
Peterborough Road, Fulham, London SW6 3ED.
Tel.: 01-731 2581 4
Business Studies teacher required for January or as soon as possible afterwards, full or part-time, to teach office practice to fourth and fifth years and commerce and economics in sixth form. Scale 2. Second in Department post available to suitably qualified and experienced candidate. Good specialist facilities.

Contact Headmistress, Mrs. Ruth Clarke, to arrange visits or for application forms.

WALWORTH SCHOOL
Shorncliffe Road SE1 5UJ
Tel.: 01-703 7624
(Comprehensive school for 1,250 girls and boys; headmaster)
Required for January, 1976, Teacher for the Commerce Department teach Typewriting, Office Practice and Commerce in the Upper School. Commercial subjects are popular choices in the option system that operates in the fourth and fifth years and there is scope for the development of sixth form courses. A Scale 2 post is available for a suitably qualified and experienced candidate.

Scale 1 Post

DICK SHEPPARD SCHOOL
Tulse Hill SW2 2QA
Tel No.: 01-674 9421
(1,300 girls 11 to 18 years: comprehensive)
Headmistress: Mrs. M. B. Broadley, T.T.C., L.G.S.M.
Required as soon as possible, part-time Teacher or Instructor in large, well-established department for Commerce, Typewriting and Office Practice. No Fridays.
Applications to the Headmistress.

MAYFIELD SCHOOL
92 West Hill, Putney, S.W.15
Tel.: 01-874 5401
2,040 girls (11-19 years) comprehensive; headmistress
Required for January 1976 teacher of Commercial Subjects. Ability to teach practical skills an asset.
Applications, with details of qualifications and experience, and the names of two referees should be sent direct to the Headmistress.

HISTORY

Scale 1 Posts

HONOR OAK SCHOOL
Homestall Road, SE22 0NQ
Tel.: 01-639 3766
850 girls 11-18 Grammar
Part-time (.4) Historian required for January 1976 to share in work of Department up to and including "O" level. The school is very pleasantly situated and offers a congenial working atmosphere. Application forms and further information from the Headmistress.

HOME ECONOMICS

Heads of Department

STARCROSS SCHOOL
Risinghill Street, London N1 9QG
Tel.: 01-837 0739
Well staffed, 11-18+ Girls' Comprehensive School (1,300 pupils)
Headteacher: Miss G. E. Loveridge B.A., Dip.Th.
Head of Home Economics (Scale 3) required for January. Excellent modern facilities in purpose built block. Successful applicant would be encouraged to introduce her creative thinking and to facilitate expansion of work in this field.

Post of Responsibility

DALSTON MOUNT
Shacklewell Lane E8
(Group 11—950 girls) comprehensive, opened in September 1973. Attractive building on single spacious site
Required for January 1976 Teacher of Home Economics to share the rapidly developing work in this area. The subject is taken to "O" and "A" level and C.S.E. The school has its own certificate for the less able pupils. Excellent new facilities. Scale II allowance available for suitably experienced and qualified candidate.

Application form and more information available from the Headmistress (A.T.).

Scale 1 Post

DICK SHEPPARD SCHOOL
Tulse Hill SW2 2QA
Tel No.: 01-674 9421
1,300 girls: 11-18 years: comprehensive
Headmistress: Mrs. M. B. Broadley, T.T.C., L.G.S.M.
Required from January, 1976: Home Economics Teacher. Scale 1. Are you a qualified Home Economics teacher interested in teaching some or all of the following: Home Economics, Health Education and Child Development? We need an experienced teacher to join our lively, expanding department from January, 1976. The department has five well-equipped rooms, two with flats, and a multi-purpose area offering scope for developing personal interests. If you are interested please phone 674 9421 for further details and to arrange a visit.

ST THERESA'S R.C. (S.O.) SCHOOL
Six-form entry, 11-18 years
Hilly Fields, SE13 5QZ
Tel. 01-852 9416
Assistant Teacher for Housecraft required as soon as possible (vacancy arising from confinement leave). Possibility of Scale 2 for suitable candidate. Apply to Headmistress.

MATHEMATICS

Scale 1 Post

LADBROKE SCHOOL
St Marks Road, W10 6NN
Tel 01-969 0229
800 girls, 11-18 years; Comprehensive (Headmistress)
Master or Mistress required for Mathematics to join an enthusiastic team. At present S.M.P. is taught to the Fourth years, to be extended to Fifth (C.S.E., "O" and "A" levels). Mixed ability taught in the First and Second years. S.M.I.L.E. project experiment in Fourth year remedial groups. Traditional mathematics is taught at "O" and "A" levels.

MUSIC

Scale 1 Post

HENRY COMPTON SCHOOL
Kingwood Road, Fulham SW6 6SN
Tel: 01-385 0161
1,150 boys: 11-19 years; Comprehensive (Headmaster)
Wanted for January, 1976 (or as soon as possible) qualified Music Teacher Scale 1. At present the department consists of a young full-time teacher with ample specialist visiting staff. It is hoped that the person appointed will share the existing enthusiasm thus assisting development of music throughout the school. Ability to assist with voice training, piano, guitar an advantage. For further details apply to the Headmaster.

NEEDLEWORK

Scale 1 Post

KIDBROOKE SCHOOL
Corelli Road, London, SE3 8EP
13-form entry, girls 11-18 years
Required for January, a teacher for Needlecraft and Embroidery. Courses to C.S.E., "O" and "A" level. This is a large and very well equipped department with ample scope for the development of the personal interest of the successful applicant.

PHYSICAL EDUCATION

Post of Responsibility

EDITH CAVELL SCHOOL
Enfield Road, N1 5BA
Tel. 01-254 9882
1,050 boys and girls 11-18 years, comprehensive. Social Priority school working in two buildings (Headmaster)
Required as soon as possible — Master as second in the boys' Physical Education Department (Scale 2) to share responsibility for Games throughout the school and to teach Physical Education in the Lower School. (A.T.)

REMEDIAL WORK

Scale 1 Post

BEAUFOY SCHOOL (S.O.)
(Roll 1,800)
Lollard Street, SE11 6PY
Tel. 735 3106 (Headmaster)
Remedial Reading. Required as soon as possible, part-time teachers to work with small groups of pupils who require help with reading. Up to 2½ days per week available to suitable applicants who are welcome to visit the school and meet the pupils concerned.

SCIENCE

Scale 1 Post

SEDGEHILL SCHOOL
Sedgehill Road, Catford, S.E.6
Roll 1,960 Large Sixth Form
Required as soon as possible Teacher for Science (please state special interests) including G.C.E. and C.S.E. work.
Please write or phone 698 8911 (or 697 2578) for an application form.

TECHNICAL STUDIES

Scale 1 Post

BEAUFOY SCHOOL (S.O.)
Lollard Street, SE11 6PY
[illegible]
(Roll 1,800)
(Headmaster)
Required as soon as possible, qualified woodwork/metalwork teachers to join a large progressive department working with a design orientated syllabus using problems solving techniques.
S.P.A. payable.
Applicants welcome to visit the school.

OTHER POSTS

Post of Responsibility

EDITH CAVELL SCHOOL
Enfield Road, N1 5BA
Tel. 01-254 9882
1,050 boys and girls, 11 to 18 years. Comprehensive.
Social Priority school, working in two buildings.
(Headmaster)
Required as soon as possible: Senior Mistress in the Upper School (Scale 4). Duties will include the working with the Deputy Head and Second Master of the day-to-day administration of the Upper School and responsibility for the discipline and pastoral care of Upper School pupils.
The Senior Mistress will have sole responsibility for attendance in the Upper School. Vacancy due to promotion. Previous applicants should inform the Headmaster whether or not they wish their application to stand.
(A Senior Teacher post is available for a suitably qualified and experienced applicant.)

ST. THOMAS THE APOSTLE SCHOOL
Hollydale Road, Peckham, London S.E.15
(Tel. 01-639 0106)
(950 boys, 11 to 18 years: Comprehensive)
(Headmaster)
Required for January or as soon as possible:
Housemaster. Scale 4. The House in this six-form entry school is the pastoral unit and the Housemaster has considerable autonomy in running his own house. A candidate for this post would need to be a practising Roman Catholic, with some experience in pastoral and administrative duties.
(Preliminary visits to the school are welcome.)
Forms of application and further information from the Headmaster at the school (01-639 0106).

Scale 1 Post

WANDSWORTH SCHOOL
Sutherland Grove, Southfields SW18 5PT
(Tel. 01-788 0253)
(1,800 boys, 11 to 18 years: Comprehensive)
(Headmaster)
(Southfields Station London Transport District Line—two minutes' walk from the school)
Required after Autumn Half Term, 1975, or for January, 1976, teacher of History and English, to join two lively and friendly departments. (Suitable to include work with forms preparing for C.S.E. and G.C.E. "O" and "A" levels).

PRIMARY SCHOOLS

Deputy Headships

HITHERFIELD INFANTS' SCHOOL
Hitherfield Road, SW16 2LG
(Tel. 01-769 0621)
(Headmistress)
Deputy Head (Group 5) required January, 1976. Vacancy due to promotion.

HUGH MYDDELTON JUNIOR MIXED SCHOOL
Myddelton Street, EC1R 1YJ
(Headmistress)
(Group 4)
(Tel.: 01-278 6074)
Deputy Head, January, 1976. Vacancy due to promotion. Wanted, an experienced teacher with sound modern educational ideas and leadership potential. Visits to the school welcome.

Post of Responsibility

DEPTFORD PARK J.M. SCHOOL
Evelyn Street, S.E.8
(Tel.: 01-692 4551)
Headmaster, K. R. Morris
Required for January, 1976, an experienced enthusiastic teacher to be responsible for the development of a Mathematics Programme for the school (Scale 3).
Visits are welcome. Further information can be obtained from the Head and staff.

MIDDLE PARK INFANTS' SCHOOL
Middle Park Avenue, SE9 5RX
(Tel.: 850 8747)
Required for January 1976, experienced teacher to be responsible for A.V.A. and language [illegible]. Scale 2. Enquiries or visits to school welcomed.

RATHFERN INFANTS' SCHOOL
Rathfern Road, SE6 4NL
(Tel.: 01-690 1708)
Scale 2 Music post for suitable candidate. Our school has a strong tradition of recorder music. Candidate must be a capable class teacher.

RICHARD COBDEN J.M. SCHOOL
Camden Street, Crowndale Road, N.W.1
(Tel.: 01-387 [illegible])
(Headmaster)
We need an enthusiastic teacher of some experience who can work with the Head and colleagues in introducing a scheme of Language Development, Reading and who is prepared to take part in the full life of the school including [illegible] activities. Scale 2 available. Visits welcome.
(Readvertisement)

ST. [illegible] C.E. J.M. [illegible]
[illegible] Road, S.E. [illegible]
(Headmaster)
Required January, 1976. An experienced class teacher for [illegible] in a shared class situation, with responsibility for liaison between school and parents (Scale 2 post). Visits to the school welcomed.
(Tel. 01-653 3118)
Forms of application from the Correspondent, 23 Crystal Palace Road, S.E.22.

Scale 1 Post

CRAWFORD INFANTS' SCHOOL,
Sturdy Road, Camberwell, S.E.5
Tel 01-274 1077
Two .5 part-time teachers to work in practical area of an open plan school. Team teaching situation.

GALLIONS MOUNT J.M. and I. SCHOOL
Purrett Road, Plumstead SE18 1JR
Tel 01-854 [illegible]
Part-time teacher required for up to two days per week, starting in January, 1976. Applicants should have a wide interest in Primary Education, preferably with a knowledge of infants and juniors. Interest in Mathematics and Science an advantage. Visits welcomed. Please contact Headmaster.

OUR LADY OF DOLOURS SCHOOL,
Desborough St., Paddington, W.2.
Tel. 01-286 8464
.5 Teacher required as soon as possible to assist in junior school. Person interested in music and drama, or art, craft, and needlework preferred.
Please contact Headmistress, Sister Katherine.

ST. JOSEPH'S (0138) J.M. and I.
Macklin Street, London WC2B 5NA
Tel. 01-242 7712
Enthusiastic and experienced teacher for Reception class required in January, 1976. Applicant able to offer Music an advantage, but not essential. Should be practising Catholic. Visits welcomed. Application forms obtainable from the Headmistress, should be returned as soon as possible.

ST. MARY and ST. JOSEPH'S SCHOOL (0265),
Wade's Place, Poplar E14 0DE
Required A.S.A.P. part-time Music Teacher (.3) for instrumental work with groups.
Please telephone [illegible]

ST. THOMAS' C.E. PRIMARY SCHOOL,
Lynmouth Road N16 6XJ.
Tel. 01-806 2727
Required A.S.A.P. part-time (.5) teacher to share responsibility for class of First/Second Year Juniors in this small C. of E. school. Practising Anglican preferred. Visits welcome. Please telephone Headmaster for further details.

TYSSEN JUNIOR MIXED SCHOOL
Firsby Road, N.16.
Tel. 01-806 4130
Headmistress
Experienced teacher required .8 as soon as possible, to work with classes throughout the school. Please state own special interests. Music especially welcome.

WILLIAM PATTEN INFANTS' SCHOOL
Stoke Newington Church Street, N16 0NX
Tel: 01-254 4014
Required as soon as possible, Part-time 0.5, experienced and imaginative teacher to help with remedial reading. Times can be arranged to suit candidate. Social Priority allowance payable. Give us a ring for an appointment to come and see us.

SPECIAL EDUCATION

BOARDING SCHOOLS

PARKWOOD HALL SCHOOL
Beechenlea Lane, Swanley, Kent
87 E.S.N. Secondary age boys
(Headmaster)
A teacher is required for general Subjects. Additional subjects in which expertise would be welcomed are Music or Canoeing, but there is scope for developing other interests in a school strongly orientated to outdoor activities and craft work. Experience of remedial work is not essential but candidates should be interested in the problems of socially deprived boys and willing to work in a structured environment with a well-established team.
The successful candidate would be expected to perform extraneous duties averaging 10 hours per week during term-time for which a non-superannuable allowance of £[illegible] a year would be payable. Special schools addition plus fringe London Allowance payable. Single accommodation available.
Application forms from and returnable to the Headmaster as soon as possible. Interested teachers are welcome to visit the school. Tel: Swanley 64441.

HAYNES SCHOOL
Penn, High Wycombe, Buckinghamshire
(Tel.: Penn 2159)
(Partially hearing all-age boys and girls with additional handicaps)
(Headmaster)
Required as soon as possible, resident or non-resident assistant teachers. Vacancies exist for one male and one female teacher. Additional payment of £730 per annum (non-superannuable) for an average of a maximum of 10 hours per week extraneous duties. Furnished bed-sitting room with board and lodging available at a charge of £[illegible] per annum with remission for approved absences, e.g., school holidays. Non-qualified teachers of the deaf are usually seconded to a university for one year to obtain the necessary qualification to teach hearing-impaired children. Applicants are welcome to visit the school.
Further information from the Headmaster and application forms to be returned to him as soon as possible.

DAY SCHOOLS

HORIZON SCHOOL
Palatine/Wordsworth Road, N16
(Tel.: 01-254 [illegible])
(E.S.N., five to 16 years [illegible] mixed)
Class teacher required for [illegible] (A.T.)

NEW E.S.N. SCHOOL
(Near Old Street Station), Nile Street, N.1
Required as soon as possible:
(1) Class teacher with ability to specialize in Art (Scale 2 available).
(2) Experienced teacher to take small group of autistic children. Scale 2.
Telephone Headmistress 01-[illegible] 4016, in first instance.

NEW WOODLANDS SCHOOL
49 Shroffold Road, Downham, Bromley
WANTED: A human, not superhuman being (Unisex) who will not permissive to work with a small mixed-age group of very disturbed children of above-average intelligence. An intensive stressful job but with the caring support of the teaching and psychiatric staff.
REWARD: The satisfaction of working with children whose creativity can become the key to their progress.
Telephone 01-697 3403

NORTH CROFT SCHOOL
Shepherds Bush Road, W6 7NL
Tel. 01-603 0735
(All-age maladjusted)
(1) Assistant Teacher to take small group of junior children. Possibility of Scale 2 post for suitable candidate.
(2) Assistant Teacher to take small group of junior children. Special School experience not essential.

OTHER APPOINTMENTS

UNIFIED SERVICE OF TEACHERS OF ENGLISH TO PUPILS FROM OVERSEAS
(Scale 2)
Teacher (Scale 2) required in January 1976 to teach non-English speaking children in several Primary schools in Hackney. The teacher will use as a base [illegible] and travel throughout the week at various schools.
Candidates should have good general experience in Primary Schools and training in teaching English as a Second Language.
Application forms and further particulars are available from the Education Officer, TS/2 (EN) [illegible], County Hall, SE1 7PB, and completed forms should be returned by 6th November, 1975.

TWO PERIPATETIC TEACHERS OF ENGLISH AS A SECOND LANGUAGE IN PRIMARY SCHOOLS
(Scale 2 post-Houghton)
Applications are invited from experienced primary school teachers with training or special qualifications in the teaching of English to non-English speaking pupils for permanent appointment as peripatetic teachers in the Authority's primary schools.
London allowances payable. Removal expenses refundable in approved cases. Travelling expenses within the I.L.E.A. area will be paid.
Application forms and further information obtainable from the Education Officer, TS/2 (ENES), County Hall, SE1 7PB, to be returned by 6th November, 1975.

Junior (Sixth Form) Colleges

Other Posts on Scale 2 and above

KIRKLEES
METROPOLITAN COUNCIL
WHEELWRIGHT COLLEGE
Temple Road, Dewsbury WF13 3QD
GRADUATE required for January, 1976, to teach GERMAN to open scholarship level, with General Studies and Tutor responsibilities. The College is developing in buildings being adapted and enlarged for its use. Scale 2 post available for suitable applicant. Temporary for two terms considered.

Apply by letter to the Principal giving names of two referees.

Scale 1 Posts

EAST SUSSEX
COUNTY COUNCIL
(BRIGHTON AREA)
BRIGHTON, HOVE AND SUSSEX SIXTH FORM COLLEGE
Dyke Road, Hove
Required January, 1976:
A well-qualified GRADUATE to teach ECONOMICS at Ordinary, Advanced and Scholarship levels also Commerce, and in due course some accountancy. Ability to offer some other subject to "O" level and contribute to extra curricular activities a strong recommendation.

A generous scheme of relocation grants in approved cases.

Apply as soon as possible direct to the Principal, giving full particulars and naming two referees.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
JOHN LEGGOTT COLLEGE
West Common Lane, Scunthorpe
Principal: L. Charlesworth
(No. on Roll 1000)
Required for Easter, 1976, a Graduate TEACHER of ECONOMICS. The post will involve sharing in the teaching of Economics to "O" and chiefly "A" levels in a Department which has expanded rapidly over the last four years.

Application forms and further particulars obtainable from the Principal, should be returned by 24th November, 1975.

Special Education

Headships

DEVON
COURTENAY HOSPITAL SPECIAL SCHOOL
Exmouth, E.S.N. (S)
Required for April, 1976, or earlier if possible a HEAD TEACHER for this group 4(S) Day School which is situated on the outskirts of an attractive seaside town on the South Devon Coast. The school is of recent construction and provides education for 57 pupils mainly of Junior and Senior Age whilst they are resident in Stoke Lyne Hospital. A four term year is operated. Candidates should preferably have had relevant teaching experience and possess a suitable specialist qualification in the education of handicapped pupils.

Application forms and further details (stamped addressed envelope please) are obtainable from the Area Education Officer, East Devon Area Education Office, Morwenstow, 7 Barnfield Crescent, Exeter EX1 1SU, returnable by 7th November 1975, at the latest.

BORDERS REGIONAL COUNCIL

SECONDARY SCHOOL

Promoted Post

HAWICK HIGH SCHOOL

Principal Teacher of Physical Education (Girls)

Roll 1,520; Responsibility Payment £1,512
(phone: Hawick 2429)

Applications are invited from suitably qualified experienced teachers for the above post.

Applicants who responded to the previous advertisement will be considered without need to re-apply.

Application forms and further particulars may be obtained from the Head of Personnel and Management Services, Regional Headquarters, Newtown St. Boswells TD6 0SA. Completed forms should be returned to the Director of Education, same address, not later than 14 November, 1975.

SOLIHULL
(Metropolitan Borough of)
EDUCATION COMMITTEE
Applications are invited from suitably experienced and appropriately qualified TEACHERS for the post of:
HEAD TEACHER (Group 8(S), £6,852 to £7,404) of a new purpose-built 220-place E.S.N. (M) Special School due to open in September, 1976.

Excellent facilities, including language, perceptual motor and assessment units together with good craft, music and specialist accommodation, allow ample scope for a teacher with imagination and enthusiasm. It is envisaged that the successful applicant will take up his appointment in May, 1976.

Application forms and further particulars can be obtained, on receipt of a self-addressed stamped envelope, from the Director of Education, P.O. Box 20, Council House, Solihull, West Midlands B91 3QU. Closing date 25th November, 1975.

Deputy Headships Senior Masters/ Mistresses

DORSET
MONTACUTE SPECIAL SCHOOL
E.S.N. (S)
3 Canford Heath Road, Poole
(Number on roll 60, age range 3-16)
Required April 1976.—
DEPUTY HEAD TEACHER, Group 5S. Assistance with removal and legal expenses.

Application forms and further information from the Headmistress on receipt of stamped addressed envelope. Forms to be returned by November 14, 1975.

EAST SUSSEX
COUNTY COUNCIL
GLYNE GAP SPECIAL SCHOOL
Headmaster: Mr. L. F. Hurren
DEPUTY HEADSHIP
Required for 1st January, 1976: DEPUTY HEAD TEACHER. Responsibilities to include school leavers activities and an ability to establish good relationships with parents and colleagues in other disciplines.

Application forms and further details from the Area Education Officer, 20, Wellington Square, Hastings, East Sussex, to whom completed forms should be returned by Monday, 17th November, 1975.

NORTHUMBERLAND
COUNTY COUNCIL
BARNDALE HOUSE SPECIAL SCHOOL
Howling Lane, Alnwick
(132 pupils: ages five to 16)

Barndale House is a weekly boarding/day school situated amidst pleasant surroundings in Alnwick, a small market town.

DEPUTY HEADTEACHER, Group 2(S).

Required for January, 1976. [illegible] Mental Handicap qualifications desirable. An interest in Music and the ability to play the piano an advantage.

Application forms returnable by 14th November obtainable by sending a self-addressed envelope to the Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne NE3 3HZ.

SURREY
COUNTY COUNCIL

- ★ FRINGE AREA LONDON ALLOWANCE £141 p.a. THROUGHOUT THE COUNTY
- ★ GENEROUS RELOCATION EXPENSES IN APPROVED CASES

PORTESBERY SCHOOL, CAMBERLEY
An Assistant Teacher is required to take a group of 9-11 year olds in this modern school for ESN(S) children. Salary within Scale 1 plus Special Schools additions.
Further details and application forms obtainable from the Headmistress.
Telephone Camberley 63078.

CLAYBOURNE SCHOOL (ESN[M]), ADDLESTONE
A Master is required for a class of slow learners aged 12-13. Salary Scale 1 plus Special Schools addition but scale post available for suitable applicant.
Application forms and further details available from the Headmaster.
Telephone Chertsey 62326.

TEMPLE COURT SCHOOL, GUILDFORD
A Master is required at this purpose-built [illegible] to offer a creative and integrated area of learning, in a workshop-type setting to a small group of boys aged 15-16 years.
Salary Scale 1 plus Special Schools addition but scale post available for suitable candidate.
Application forms and further details available from the Headmaster.
Telephone Guildford 69873.

THE PARK SCHOOL, WOKING
130 Mixed Day ESN
Scale 3S post. Salary scale £3,744-£5,310 p.a.
Candidates should have good teaching experience and be conversant with remedial teaching methods and techniques for slow learners. Strong interest in curriculum development is looked for. Previous E.S.N. experience desirable but not essential. The person appointed will already hold a responsible position. A significant contribution to the growing development of the school as a whole is expected.
Further details and application forms from the Headmaster, Mr. J. Barrett.
Telephone Woking 72057.

WISHMORE CROSS SCHOOL, CHOBHAM
Master required at this boarding school for 50 senior maladjusted boys. Emphasis on remedial teaching skills; teachers new to residential/special education are invited to apply. Small groups in residential situation offers opportunity to develop individual learning schemes. Special Schools allowance payable plus payment of £720 p.a. in respect of 15 hours per week extraneous duties. Accommodation with up to three bedrooms available.
Enquiries to the Headmaster.
Telephone Chobham 7555.

NUTFIELD PRIORY SCHOOL, NUTFIELD, REDHILL
An assistant Teacher is required at this Boarding School for some 80 severely deaf boys and girls to teach GEOGRAPHY/ENGLISH (English mainly at remedial level). *Qualified teacher of deaf children preferred*, but an enthusiastic teacher willing to obtain the necessary qualification would be considered. Salary within Scale 1 plus Special Schools addition plus allowance for extraneous duties of up to 15 hours per week, currently £720 p.a. Accommodation for a single person available.
Application forms and further details from the Headmaster.
Telephone Nutfield Ridge 2257.

STARHURST SCHOOL, DORKING
A temporary appointment for a Assistant Master to take GENERAL SUBJECTS occurs at this residential school for 50 secondary age maladjusted boys to cover the absence of a teacher on a course. The appointment, which will be from the earliest possible date until the end of the Summer Term, [illegible] education for maladjusted children. Scale 1 plus Special Schools addition together with *payment for up to 15 hours per week* extraneous duties at the rate of £720 p.a. Accommodation available for a single person.
Application forms and further details available from the Headmaster.
Telephone Dorking 3763.

AURIOL COUNTY MIDDLE, EWELL (PARTIALLY HEARING UNIT)
Qualified Teacher of the Deaf required for January, 1976. Special Schools allowance payable.
Further details available from the Headmaster.
Telephone 01-393 4721.

THE MEAD COUNTY FIRST, EWELL (PARTIALLY HEARING UNIT)
Qualified Teacher of the Deaf required for January, 1976, for a small group of 5-8 year old children. Special Schools allowance payable.
Further details available from the Headmistress.
Telephone 01-393 6868.

PRESTON
ROYAL CROSS SCHOOL FOR THE DEAF
Preston PR2 5AL
Principal: Mr. P. Gaskill, B.A., M.Ed.
Applications are invited for the post of VICE-PRINCIPAL which has become vacant following the promotion of the present holder of this office to a Headship.

This is a recognized non-maintained school for Profoundly Deaf Children (age range 5 to 16 years) including both day and boarding pupils.

The post is residential with full board and an attractive unfurnished flat is available.

The salary is in accordance with Burnham Special Schools Group 7.

The appointment will begin on May 1st, 1976.

Apply with the names of two *referees and curriculum vitae to the* Principal.

SHEFFIELD
EDUCATION
DENTS GREEN SCHOOL
Ringinglow Road, Sheffield S11 7TB
Applications are invited for suitably qualified men and women TEACHERS for the post of DEPUTY HEAD TEACHER of this group 7S Day and Boarding School for delicate children, situated in a residential area of the City. The vacancy occurs because of the impending retirement at Easter of the present holder. The post can be resident or non-resident (single accommodation only available), but the person appointed must have experience of boarding education and be willing to share boarding house responsibilities with the Headmaster, including extraneous duties to a maximum of 10 hours per week.

The Committee are hoping to appoint a teacher with a genuine concern and sympathy for children *with a variety of handicaps* and learning difficulties from varied home backgrounds, including the socially and culturally deprived. Ability to work with a multi-disciplinary team of Doctors, Psychiatrists, Nursing and Child care staff and Social Workers, and share in C.S.E. and General educational work with teacher colleagues is essential. An interest in gardening and Religious Instruction would be an asset. Salary £5,130 to £6,730.

Further details of the post may be obtained from the Headmaster at the school who will be prepared to allow prospective candidates to view the school.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
HITCHMEAD MIXED DAY ESN (M) SCHOOL
(Roll 73)
Hitchmead Road, Biggleswade SG18 0NL
Headmaster: Mr. A. F. Neville
Telephone: 0767 313293
Required for January, 1976, TEACHER responsible for leavers, Scale 2S.

Applications are invited from experienced teachers for the above vacancy, which arises due to the promotion of the present holder. There will be an opportunity to develop and expand further the existing programme.

The Authority has a generous scheme for assistance with removal expenses.

Application forms and further details may be obtained from the Headmaster at the school, to whom completed forms should be addressed.

BEDFORDSHIRE
EDUCATION SERVICE
ST. MARGARET'S RESIDENTIAL ESN (M) SCHOOL
Great Gaddesden
Required for January, ASSISTANT TEACHER to teach REMEDIAL SUBJECTS, Scale 2S; 15 hours extraneous duties. Married accommodation available.

Application forms from Head of the school.

CAMBRIDGESHIRE
CAMBRIDGE AREA
AREA SPECIAL CLASS
A TEACHER is required from January or Easter, 1976, for the Area Special Class at the John Paxton Junior School, Sawston. A qualification and/or experience in remedial education is desirable. Scale 2 post.
PERIPATETIC REMEDIAL TEACHER
Applications are invited from TEACHERS for January or Easter 1976 to join an established peripatetic remedial team working with children who have reading and language problems. The duties of the teacher appointed will include diagnosis of reading difficulties, devising appropriate programmes and teaching individual or small groups of children. Scale 2 post.

Application forms can be obtained from the Senior Area Education Officer, Shire Hall, Cambridge, CB3 0AP (stamped addressed envelope, please) to whom they should be returned as soon as possible.

CUMBRIA
EDUCATION COMMITTEE
HENSINGHAM SPECIAL SCHOOL
Whitehaven
10-16 mixed, Roll 70 E.S.N. (S), Group 5S.
Required January, 1976, or as soon as possible, a TEACHER (Scale II(B)) for the senior boys groups, age 13-16 years.

Application forms and further particulars are obtainable from and returnable to R. G. Powell, Assistant Director of Education, Union Hall, Scotch Street, Whitehaven, by November 17, 1975.

DEVON
PERIPATETIC TEACHER OF HEARING-IMPAIRED CHILDREN

Applications are invited from suitably qualified and experienced TEACHERS of hearing-impaired children for the above post.

The work will entail teaching responsibility for children in the upper age ranges in East Devon, with some clinical work in County Hearing Assessment clinics. The successful candidate will be a member of the County team working in East Devon and be based at Exmouth, an attractive sea-side town on the South coast.

Scale 3 post. Car users allowance.

It is hoped that the successful applicant will be able to take up the appointment in January, 1976, or as soon as possible thereafter.

Application forms and further particulars (stamped addressed envelope, please) from Area Education Officer, East Devon Area Office, Morwenstow, 7 Barnfield Crescent, Exeter EX1 1SU.

Returnable by November 19, 1975.

DORSET
BOURNEMOUTH RECEPTION CENTRE
(Social Services Department)
Mandale Road, Bournemouth
Required from the beginning of the Spring or Summer Term, 1976, Experienced TEACHER Scale 2(S) to establish a Special Education Unit at the above centre for emotionally disturbed children. Assistance with removal and legal expenses.

Application forms and further particulars (stamped addressed envelope) from the Senior Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth.

DORSET
FAIRFIELD CHESHIRE HOME
Charmouth Road, Lyme Regis, Dorset
Experienced TEACHER required from January or April, 1976, for Scale 2(S) post for class of E.S.N. (S) children.

Assistance with removal and legal expenses.

For application form (to be returned by 10 November) and further details send foolscap stamped addressed envelope to the Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ.

HAMPSHIRE
LORD MAYOR TRELOAR COLLEGE
Froyle, Alton, Hants.
140 Physically Handicapped boys of average and above ability.
Required for January or April [illegible] PHYSICAL EDUCATION [illegible]. Accommodation available [illegible] porary appointment for [illegible] would be possible.

Further details and [illegible] form available from the Head[illegible]

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
DYCORTS SCHOOL
Settle Road, Harold Hill
Romford RM3 9YA
(Roll 132)
Required April 1976: [illegible] nursery-trained TEACHER [illegible] responsible for new purpose [illegible] Nursery Unit. Scale 2(S) [illegible] available for suitable applicant.

There is a scheme for [illegible] expenses.

Application forms from D. [illegible] Wilcockson, Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DW [illegible] be returned as soon as possible.

Lothian

REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

Teaching Appointments

Applications are invited from registered teachers for the following posts:

EAST LOTHIAN DIVISION
SECONDARY

TEACHING POSTS

Knox Academy, Haddington	Geography
Musselburgh Grammar School	English (preferably with an interest in Remedial Education)
Preston Lodge High School, Prestonpans	History

EDINBURGH DIVISION
PRIMARY

		Responsibility Allowance
ASSISTANT HEAD TEACHER		
Inchview Primary School		[illegible]

SECONDARY

TEACHING POSTS

Broughton High School	Geography
Craigmount High School	Home Economics
Craigroyston High School	Geography
Forrester High School	Home Economics

MIDLOTHIAN DIVISION
NURSERY

	Responsibility Allowance
HEAD TEACHER	
Lasswade Nursery School	[illegible]

This new purpose built nursery school is situated in the grounds of Lasswade High School.
Applicants should be qualified in Nursery Education.

SECONDARY

TEACHING POSTS

Dalkeith High School	Mathematics Technical Education
Lasswade High School	Chemistry
Newbattle High School	Mathematics Technical Education
Penicuik High School	Geography/Modern Studies Music Physics
St David's RC High School, Dalkeith	Mathematics Modern Languages

WEST LOTHIAN DIVISION
PRIMARY

		Responsibility Allowance
ASSISTANT HEAD TEACHERS		
East Calder Primary School	Upper Education	[illegible]
Riverside Primary School, Livingston	Early Education	[illegible]
St Nicholas' RC Primary School, Broxburn	Early Education	[illegible]

SECONDARY

PRINCIPAL TEACHERS		
Armadale Academy	Music (Re-advertisement)	[illegible]
St Mary's Academy, Bathgate	Modern Languages (Re-advertisement)	[illegible]
Whitburn Academy	Remedial Education (Re-advertisement)	[illegible]
ASSISTANT PRINCIPAL TEACHER		
Blackburn Academy	Physical Education (Re-advertisement)	[illegible]

Housing may be available and further information can be obtained on application to the Divisional Education Officer.

Salaries in accordance with the provisions of the Remuneration of Teachers (Scotland) Act 1967 as amended.

Candidates should specify for which post they wish to apply.

Application forms are available from the appropriate Divisional Education Officer at the following addresses:

Mr. C. F. Part, Divisional Education Officer, County Buildings, Court Street, Haddington, East Lothian.
Mr. O. S. Ferguson, Divisional Education Officer, Edinburgh Division, 11 Torphichen Street, Edinburgh EH3 8JJ.
Mr. O. S. Stratchie, Divisional Education Officer, Midlothian Division, 9 Torphichen Street, Edinburgh EH3 8JJ.
Mr. A. Sinclair, Divisional Education Officer, West Lothian Division, 33/41 High Street, Linlithgow.

Closing date for applications is 14 November, 1975.

THE TIMES
Higher Education
SUPPLEMENT

the other side of education
–further and higher

THE TIMES
Higher Education
SUPPLEMENT

Obtainable at newsagents every Friday—Price 12p

SPECIAL EDUCATION
Scale 2 Posts
continued

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
DARTFORD DIVISION
DARTFORD HOSPITAL SCHOOL
Joyce Green Hospital, Dartford
Experienced TEACHER for interesting and varied work on new paediatric unit of Joyce Green Hospital with younger age group (two to nine years) and handwork through to age 14. Scale 1 with Special Schools Allowance or Scale 2(S) available for suitable candidate. Fringe Allowance.
WESTGATE ROAD
Dartford
TEACHER-IN-CHARGE Scale 3 required for small centre dealing with older pupils excluded from Secondary Schools. Fringe Allowance.
YORK ROAD JUNIOR SCHOOL
Dartford
TUTORIAL UNIT
An experienced, resourceful and sympathetic TEACHER required to take charge of a purpose-built unit attached to York Road Junior School. Forty handicapped children aged between five and nine. Four teaching staff and three welfare assistants. Scale 2 plus Special Schools Allowance. Fringe Allowance.

Application forms from Divisional Education Officer (stamped addressed envelope), Essex Road, Dartford.

MEDWAY DIVISION
TEACHER for Medway Retreat Centre.
Applications are invited for this Scale 3 post in a centre which is to be established for small numbers of maladjusted/disturbed pupils. Send a stamped addressed envelope to the Divisional Education Officer, Fort Pitt House, New Road, Rochester, Kent, ME1 1DU, for application forms and further particulars.

TUNBRIDGE WELLS DIVISION
ST. GEORGE'S SCHOOL
Pembury Road, Tunbridge Wells
Mixed day special school for 117 E.S.N. children aged 7-16.
TEACHER required as soon as possible for this purpose built school. Scale 3 (S). Interesting post calls for good organising ability and experience of children with learning difficulties. Situated in spacious grounds allows a wide range of social and educational activities. The local environment is very helpful towards the life and aims of the school.

Application forms (stamped addressed envelope) and further particulars from the Headmaster who would welcome informal visits to the school. Telephone Pembury 3096.

SHEPWAY DIVISION
DOWNSMEAD (E.S.N.) DAY SCHOOL
Moat Farm Road, Folkestone, Kent
(Present Roll: 90)
ASSISTANT TEACHER, required for January, 1976.
BOYS' PHYSICAL EDUCATION and GAMES.
Scale 2(S) post.
SENIOR PUPILS CENTRE
Folkestone
A Centre for senior pupils is to be established in hutted accommodation at the Hillside Centre, Dover Road, Folkestone. This unit is expected to accept up to eight children, all secondary aged with difficulties, including some who have been suspended from school. The unit will be staffed by a teacher-in-charge (Scale 3) and a welfare assistant. The main aim of the unit will be to rehabilitate such pupils and return them after a suitable period to normal school. The teacher-in-charge will be involved in equipping the premises for their new use and in the appointment of the welfare assistant.

Applications to the Divisional Education Officer, 3 Shorncliffe Road, Folkestone.
Closing date 21st November, 1975.

LINCOLNSHIRE
EDUCATION COMMITTEE
ASSISTANT TEACHER
ST. LAWRENCE SCHOOL
Bowl Alley Lane, Horncastle, Lincolnshire
Group 6S. No. on roll 132
Scale 2 or Scale 1.
Required for January, 1976, or as soon as possible afterwards, to be responsible for Leavers' Programme with a special interest in the Duke of Edinburgh Award Scheme and other outdoor pursuits.

Unfurnished two-bedroom flat available at nominal rent. Scale 2 available for experienced teacher, but applications for Scale 1 post welcomed. Special Schools allowance plus 15 hours extraneous duties allowance.

OXFORDSHIRE
BICESTER SPECIAL GROUP 4(S)
Churchill Road, Bicester, Oxon
TEACHER (Scale 2) for this new school for approximately 80 E.S.N.(S) children which is expected to open in January, 1976.

Application forms may be obtained from and should be returned to the Chief Education Officer, County Offices, New Road, Oxford, as soon as possible.

Please send stamped addressed envelope.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
CORBY TUTORIAL UNIT
Required for January, 1976, qualified TEACHER for this tutorial unit for 11 to 16 pupils with behavioural difficulties. Ability to offer home economics with needlework an advantage, plus experience in teaching children with behavioural problems. Scale 2(S) post available for suitably qualified applicant.

Application forms and further details from the County Education Officer (Ref. RS), Northampton House, Northampton NN1 2HX.

NORTH YORKSHIRE
(County of)
BALIOL SCHOOL
Sedbergh
(South Lakeland/Yorkshire Dales)
ASSISTANT MASTER required for GENERAL SUBJECTS at this residential school for Senior ESN boys. Accommodation available for single person. Ample opportunity and scope for outdoor activities. Salary Scale 1 plus £351 per annum special schools allowance and £720 per annum for extraneous duties.

The Headmaster would be pleased to show applicants around the school. Telephone Sedbergh 20439.

Application forms (returnable within 12 days of advertisement) from the County Education Officer, County Hall, Northallerton DL7 8AE.

SHEFFIELD
EDUCATION
MIDHOPESTONES CENTRE
Midhopestones S30 5QW
Required for January, 1976, or as soon as possible thereafter, a TEACHER for small groups of children with learning difficulties at this Centre situated on the edge of very attractive countryside to the north-west of the city, to be responsible for boys' games and outdoor pursuits. Scale 2.

Application forms may be obtained from the Chief Education Officer, P.O. Box 67, Leopold Street, Sheffield S1 1RJ, to whom they should be returned as soon as possible.

SOMERSET
Re-advertisement
TOWNSEND CLASS FOR E.S.N. (M) CHILDREN AT MINEHEAD
Suitable TEACHER, Scale 2, to take full charge of this unit which is situated in the Minehead First School. The person appointed would be expected to work in co-operation with the Head of the school and the Principal Educational Psychologist.

Application form and details (stamped addressed envelope) Staffing (1) Section, Education Department, County Hall, Taunton.

STAFFORDSHIRE
EDUCATION COMMITTEE
CHERRY TREES E.S.N. SPECIAL SCHOOL
Giggetty Lane, Wombourne
Near Wolverhampton
Required for January, 1976, qualified experienced TEACHER for this all-age school for E.S.N. (S) children. A Scale 2 post may be available. Part-time would be considered.

Application forms obtainable from the Head Teacher, to whom they should be returned as soon as possible (stamped addressed envelope).

Scale 1 Posts

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
SPECIAL SCHOOLS
HOLLYMOOR ADOLESCENT UNIT SCHOOL
Hollymoor Hospital
Frankley Beeches Road,
Birmingham 31
Non-resident TEACHER required preferably with specialist qualifications in ENVIRONMENTAL SCIENCES to join a staff of 4 working with about 30 emotionally disturbed adolescents who present a wide variety of educational and social behavioural difficulties. This post, Scale 1 plus Special Schools' allowance (Scale 2 may be considered according to qualifications and experience in the field) gives opportunity for both individual and group teaching and calls for a significant contribution to an integrated daily programme.

Communication should be made to: Headmaster, Woodlands Hospital School, Bristol Road South, Birmingham B31 2AP (Tel. 021-476 1160 ext. 801).

(V19268)

BUCKINGHAMSHIRE
INNER LONDON EDUCATION AUTHORITY
RAYNERS SCHOOL
Penn, Bucks
(Partially hearing with additional handicaps: 60 boys and girls)
Required: TEACHERS:
One male;
One female.
Please see ILEA composite advertisement.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
IMMIGRANT SERVICE
Required for January, 1976, ASSISTANT TEACHERS. Scale 1 plus Special Schools allowance. The Authority is to set up additional classes for infant and junior pupils, most of whom are non-English speaking. Experienced infant and junior teachers are required for these challenging and interesting appointments.

Application forms are available on receipt of a stamped, addressed foolscap envelope) from the Chief Education Officer, Alexandra Buildings, King Edward Street, Halifax HX1 1DP, to whom completed forms should be returned by 14th November, 1975.

EAST SUSSEX
Wanted for January, 1976, Qualified TEACHER for small class of handicapped infants, several of whom have speech defects.
Residential or non-residential.—
St. Mary's School, Wrestwood Road, Bexhill-on-Sea, Sussex, TN40 2LU. Telephone: Bexhill (0424) 212672.

GLOUCESTERSHIRE
Qualified TEACHER required from 1st January, 1976, for Standish Hospital School, Stonehouse. Special Schools experience desirable but not essential. Successful candidate must be prepared to work on the wards. Salary Scale 1 plus Special Schools Allowance.
Forms from and returnable to the Head. Enclose stamped addressed envelope.

HERTFORDSHIRE
COLNBROOK SCHOOL
Hayling Road, South Oxhey, Watford
Required January, for one term only, TEACHER for class of mixed 7-11 year old children, at this all-age special E.S.N. (M) school.
Stamped addressed envelope for details and application form from the Headmaster, Mr. S. W. Salter.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
DARTFORD DIVISION
DARTFORD HOSPITAL SCHOOL
Joyce Green Hospital, Dartford
Experienced TEACHER for interesting and varied work on new paediatric unit of Joyce Green Hospital with younger age group (2 to 9 years) and handwork through to age 14. Scale 1 with Special Schools Allowance or Scale 2(S) available for suitable candidate. Fringe allowance.
Application forms from Divisional Education Officer (stamped addressed envelope), Essex Road, Dartford.
MEDWAY DIVISION
CHATHAM—BRADFIELDS SCHOOL
ESN (M)
Churchill Avenue
Man or woman TEACHER with interest or experience in special school work. Junior/Infants trained. General class duties with mixed group of 9 to 10 years in Junior Department.
Please apply by letter to the Headmaster giving two referees.
SEVENOAKS DIVISION
OAK BANK SCHOOL
Seal, Nr. Sevenoaks
Resident ASSISTANT MASTER required at this school for 48 senior maladjusted boys (present holder going abroad). Married man preferably required with employment for wife as part-time child care officer. Modern two-bedroom flat available. Salary Burnham Scale 1, plus Special Schools Allowance plus £720 per annum for 15 hours extraneous duties per week.
Application forms available from the Headmaster at the school (Tel. Sevenoaks 61013).

KENT
INNER LONDON EDUCATION AUTHORITY
PARKWOOD HALL SCHOOL
Swanley
(E.S.N. Secondary age boys)
TEACHER for GENERAL SUBJECTS.
Please see ILEA composite advertisement.

LINCOLNSHIRE
EDUCATION
Two ASSISTANT TEACHERS
WILLIAM ALVEY'S C.E. (CONTROLLED) PRIMARY SCHOOL
Sleaford
Unit for Educationally Sub-normal Pupils
Burnham Scale 1 plus Special Schools allowance.
Required from summer term 1976.
Further particulars and application forms obtainable from the Divisional Education Officer, Council Offices, Sleaford, Lincolnshire (stamped, addressed, foolscap envelope).

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
PRINCESS MARINA HOSPITAL
Weedon Road, Upton, Northampton
Required for January, 1976, ASSISTANT TEACHER for severely mentally handicapped children to teach on the Wards. Salary Scale 1 plus Special Schools allowance. Normal school holidays.
Application forms and further details from the Headmistress.

NORTHAMPTONSHIRE
MANFIELD ORTHOPAEDIC HOSPITAL SCHOOL
ASSISTANT TEACHER required for January, 1976. Temporary position; may become permanent. Flexible teaching in hospital ward, ages two to 16, all abilities. Applicant needs to be resourceful and adaptable. Salary Scale 1 plus Special Schools allowance.

Apply direct to the Acting Headmistress, John Greenwood Shipman Home School, 121 Harlestone Road, Northampton, NN5 6AA.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
THUNDERCLIFFE E.S.N. SCHOOL
Required for January 1976.—
TEACHER, Scale 1. Class Teacher, GENERAL TEACHING. MUSIC an advantage.

Application forms available from the Principal Recruitment Officer (Education), Room 7, Top Floor, Municipal Offices, Howard Street, Rotherham. Telephone: Rotherham 2121 Ext. 3307.

S. W. Ellis, Director of Personnel Resources.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NEEDWOOD SPECIAL SCHOOL
Rangemore Hall, Rangemore
Burton-upon-Trent
Required for January, 1976, an experienced TEACHER of INFANTS or JUNIORS, Scale 1, for this partially-hearing special school (resident or non-resident).

Application forms and further particulars obtainable from and returnable to the Headmaster of the school (stamped addressed envelope).

STAFFORDSHIRE
EDUCATION COMMITTEE
WILMOT E.S.N. SPECIAL SCHOOL
Wilmot Drive
Lower Milehouse Lane
Newcastle, Staffordshire
Required as soon as possible, qualified ASSISTANT TEACHER, Scale 1. All-age school.

Part-time would be considered.

Application forms obtainable from and returnable to the Headmistress at the school.

SUTTON
(London Borough of)
Teaching staff vacancies in Special Schools
SHERWOOD PARK SCHOOL
Robin Hood Lane, Sutton SM1 2RW
MISTRESS required, preferably with experience of teaching E.S.N. (S) children, for a class of mentally handicapped children aged approximately 12 to 14 years. (Salary Scale 1, plus Special Schools Allowance.)

Applications to the Headmistress, Mrs. J. M. Birkbeck (Tel. 643 7718), in the first instance.

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHELMSLEY HOSPITAL SPECIAL E.S.N. (S) SCHOOL
Coleshill Road, Birmingham B37 7HL

TEACHER with qualifications in the education of mentally handicapped children required as soon as possible. Applicants should be experienced in developing individual programmes.

At present the school is housed in very old buildings, but a new school is being built and will open in the Spring of 1977.

Salary: Burnham Report, Assistant Teachers Scale 1, plus special schools allowance of £351 per annum.

Application forms may be obtained from the Head at the school.

M. L. Ridger, County Education Officer, 22 Northgate Street, Warwick.

Independent Schools

Headships

HERTFORDSHIRE
NORTHFIELD SCHOOL
Watford
Recognized Public Day School
(Established 1870)
For Girls 5-18 years
The School Council invites applicants for the post of PRINCIPAL which will become vacant 1st September, 1976, on the retirement of the Headmistress.

There are 330 pupils (number growing) and the council is looking for a well-qualified applicant with wide educational interests, a strong sense of community and suitable experience.

Salary according to current scale.

Applications with all relevant information should be sent to: The Chairman of the School Council, 18 Langley Way, Watford, Herts., WD1 3EJ.

LONDON, S.W.7
Applications are invited for the post of HEADMISTRESS for Secondary Girls' school. Approximately 80 pupils for September, 1976. Burnham Scale. Superannuation.
For further details write Box TES 1968, The Times, London WC1X 8EZ.

RENFREWSHIRE
ST. COLUMBA'S SCHOOL
Kilmacolm, Renfrewshire
The Governors of the Girls' School Company Ltd. invite applications for the appointment of HEADMISTRESS which will become vacant on the retirement of Miss E. M. Clark in July 1976. St. Columba's founded in 1897, is a grant aided day school for girls—over 500 in primary and secondary departments—which has opted for independence, on the ultimate withdrawal of grant.

Candidates for the appointment, probably honours graduates, should already be at Deputy Headmistress or Department Head level in the local authority, direct grant or independent sectors.

Further particulars and a school prospectus can be obtained from the Secretary, The Girls' School Company, 58 Queen Street, Glasgow G1 3DZ.

SALOP
ACTON REYNALD SCHOOL
Near Shrewsbury
Salop SY4 4DX
120 girls, Independent, Boarding and Day. Burnham Scale, Group 5 Headship. O and A levels. C.S.E. Riding, swimming (own heated, filtered, full-size pool).
Applications invited for PRINCIPAL for September, 1976, on retirement of present Headmistress.
Applications, no forms, containing full details and two referees to D. H. Wilcox, 65 Highfield Road, Cheadle Hulme, Cheadle, Cheshire, SK8 6EN, from whom further particulars may be obtained.

SUSSEX
HEADMISTRESS required in September for a Recognized Independent Public School of 250 girls (40 boarders), with Preparatory and Kindergarten Departments.
The post would suit a married couple as Joint Heads. The Husband's duties include some teaching, and responsibility for property maintenance.
The School stands in its own grounds of seven acres close to centre of a thriving town one hour from London. There is a self-contained flat in the Boarding House. Salaries are Burnham Scale (Group 4) and would include full board when officially in residence.
Applicants must have Teacher Training Qualifications and preferably be Graduates. Apply with curriculum vitae, Testimonials, names of two referees with addresses and telephone numbers, before November 18 to, Chairman of Governors, Box TES 1973, The Times, WC1X 8EZ.

By Subject Classification

Art and Design

Heads of Department

CROYDON
WINTON SCHOOL
(Education Day School [illegible])
Required in January, a MASTER to teach ART and WOODWORK, integrating the TWO with Head of Department status. Original ideas and a creative approach are sought.
Part-time appointments in each subject considered.
Burnham Scale 2 or 3 according to qualifications and experience, with London Area Allowance and Government superannuation. Accommodation possibly available.
Application with full details, including any other contribution to school life and names of referees, to the Headmaster, 205-207 Riddlesdown Road, Croydon CR0 6SP.

KENT
ST. EDMUND'S SCHOOL
Canterbury
(H.M.C.: 420 boys)
Required January, 1976
TEACHER to be responsible, with assistance, for ART and CRAFTS throughout the school, including "A" and "O" level candidates. School experience essential. Temporary appointment would be considered, or permanent appointment later in the year.
Salary Burnham Scale.
Applications with curriculum vitae and names of two referees to the Headmaster.

Other Assistants

HAMPSHIRE
FERNHILL MANOR SCHOOL
New Milton, Hampshire
MISTRESS required to take responsibility for work in ART and CRAFT throughout the school.
This could be a full or part-time post, resident or non-resident. If full-time it would be necessary at first for the person appointed to offer another subject.
Please apply to the Headmistress with full details, and names and addresses of two referees.

LONDON, N.16
Independent Girls Senior School requires January, full-time ART MISTRESS to "O" and "A" level. A knowledge of pottery would be useful although not vital.
Apply to: Lubavitch House Schools, 107-115 Stamford Hill.

Classics

CHANNEL ISLANDS
ELIZABETH COLLEGE? [illegible]
St. Peter, Jersey
(Co-educational day school)
TEACHER required to teach LATIN to "O" level. Accommodation available.
Apply in writing to Headmaster.

Commercial Subjects

LONDON
TEACHER of FRENCH and/or GERMAN SHORTHAND (Pitman adaptation) required for about four hours per week from January, 1976, at a private Secretarial College in Central London. Remuneration £3.00 per hour. Hours by arrangement.
Please apply with details of age, qualifications, experience and times offered to: The Principal, L.T.C. Secretarial College, 26/32 Oxford Street, London W1A 4DY.

SHROPSHIRE
QUEEN'S PARK SCHOOL
Oswestry
Required January, 1976: Part-time MISTRESS (3 days per week) to teach TYPEWRITING and SHORTHAND (Pitman). Ability to offer other commercial subjects an advantage.
Apply Principal.

SHORTHAND Teacher required, well-known Secretarial College, London, S.W.7. Residence if required.—Write Box TES 1962, The Times, WC1X 8EZ.

Domestic Subjects

OXFORDSHIRE
SIBFORD SCHOOL
Sibford Ferris, Banbury OX15 5QL
(Coeducational) Boarding School
350 pupils
Required for January, 1976, a TEACHER for HOME ECONOMICS who will act as ASSISTANT HOUSEMISTRESS in a House for 40 girls.
Salary, Burnham scale according to experience, with special allowance for House responsibilities.
Application forms and further details from the Headmaster.

SURREY
PRIOR'S FIELD
Godalming
Girls' Independent Boarding and Day School of 210 pupils (11-18 years).
Requires in January, 1976, a full-time TEACHER of NEEDLEWORK.
Applications in writing with the names of two referees to the Headmistress.

INDEPENDENT
continued

English

CORNWALL
TRURO CATHEDRAL SCHOOL
Required for January, MASTER to teach ENGLISH to "O" and "A" level, and to take charge of library. Add games or other speciality. Burnham Scale.
Write with curriculum vitae and names of referees.

HERTFORDSHIRE
ST ALBANS SCHOOL
(Direct grant)
Required in January or May, a HEAD of the ENGLISH DEPARTMENT. An appointment for September would also be considered.
Further details from the Headmaster, Abbey Gateway, St. Albans, Herts AL3 4HB, to whom applications should be sent with curriculum vitae and the names of two referees.

NOTTINGHAMSHIRE
Required for January, male ENGLISH TEACHER with Mathematics to Middle School. Some boarding duties. Small school in the country. Free cottage available.
Apply Rodney School, Kirklington, near Newark. Tel. Southwell [illegible]

SUSSEX
SEAFORD COLLEGE
Petworth
Required in January Graduate MASTER to teach ENGLISH to "O" and "A" level in well-established department. Bachelor accommodation available.
Particulars and application form from Headmaster's secretary.

YORKSHIRE
SCORTON GRAMMAR SCHOOL
Nr. Richmond
(Founded 1731, fully independent. Endowed. Recognised)
170 boys (60 boarders)
Required January: MASTER to take charge of ENGLISH through the School to "O" and "A" Levels.
Scale: Burnham 2. Interest in Games Societies or Music welcome. The post can be resident or non-resident: full residential emolument for a single man.
A temporary appointment for two terms would be considered.
Apply with references to the Headmaster.

Geography

HERTFORDSHIRE
ST. COLUMBA'S COLLEGE
14, St Stephens Hill, St. Albans, Hertfordshire AL1 2EB
GEOGRAPHY MASTER required for January, 1976.
Qualified TEACHER to teach GEOGRAPHY from Form 2 to Form 6 required.
St. Columba's College is an independent Roman Catholic College fully recognised as efficient by the Ministry of Education. 370 boys.
Salary according to qualifications and experience.
Apply to Headmaster with full particulars and names of two referees.

KENT
ST. STEPHEN'S COLLEGE
North Foreland, Broadstairs.
Required for January, 1976: Full-time qualified GEOGRAPHY SPECIALIST for full secondary school range to C.S.E. and "O" level. Graduate preferred.
Burnham scale and Government superannuation. Resident (for lady teachers only) or non-resident.
Applications including the names of referees to the Headmistress.

PERTHSHIRE
GLENALMOND
Wanted for September, 1976, GRADUATE to teach GEOGRAPHY throughout the school to University Entrance level. Opportunities for Field Work excellent. A subsidiary subject and outside interests will be assets. Free accommodation available for bachelor or married man.
Apply to the Warden, Trinity College, Glenalmond, Perthshire, with full particulars and names of two or more referees.

SURREY
CONVENT OF THE SACRED HEART
Woldingham, Surrey CR3 7YA
(Independent day and boarding school; 400 girls; 11 to 18 years. 30 minutes by rail from Victoria)
GRADUATE required for April or September, 1976, to teach [illegible] throughout the school. Ability to help with other subjects an advantage.
Burnham Scale 1, plus Surrey Weighting. Part-time considered.
Apply by letter to the Headmistress with curriculum vitae and the names of two referees.

History

BERKSHIRE
DOUAI SCHOOL
Upper Woolhampton, Reading RG7 5TH
Required for January, 1976: ASSISTANT GRADUATE MASTER to teach HISTORY to Advanced and Scholarship level, English to at least "O" level and some General Studies (especially Current Affairs). He will be required to help with Games (especially soccer and cricket). Good qualifications and experience essential.
Burnham salary New Scale 2 plus £276 p.a. Douai Allowance. Government superannuation. Non-Resident post.
Apply in writing to the Headmaster.

HAMPSHIRE
HURN COURT SCHOOL
Christchurch
HOUSEMASTER required for September to take charge of Junior Boarding House with 40 boys aged 11 to 13. Applicant should be married. Joint appointment available with good accommodation. Wife able to assist with supervision duties. Housemaster will have full teaching programme which must include History to "O" level.
Apply in writing, quoting two referees, to the Headmaster, Hurn Court School, Christchurch, Dorset.

LONDON
THE TOWN AND COUNTRY SCHOOL
38 Eton Avenue, London N.W.3
Experienced HISTORY TEACHER, part time, to "O" level, possibly "A" level, urgently required now. Salary will be according to Burnham Scale.
Apply in writing to Dr. E. Paul.

OXFORD
ST. EDWARD'S SCHOOL
A MASTER is required to teach HISTORY throughout the school, including Sixth Form and Scholarship work. Graduates under 30 years of age preferred. Ability to teach politics would be an asset. Strong prospect of succession to the Headship of Department within the next few years.
Application forms from the Warden, St. Edward's School, Oxford OX2 7NN.

RICHMOND
HAMPTON SCHOOL
Day School
810 boys. 240 in Sixth Form
Required for January, 1976, GRADUATE to teach HISTORY throughout the school. Salary: Burnham plus. Scaled post for suitably qualified candidate.
Applications with the names of two referees to the Headmaster, Hampton School, Hanworth Road, Hampton, Middlesex.

WILTSHIRE
ST. MARY'S SCHOOL
Calne
Temporary HISTORY GRADUATE required to teach the subject up to "O" level, "A" level, and University Entrance standard, for three-four months. The post can be resident or non-resident.
Apply to the Headmistress.

Mathematics

BERKSHIRE
ETON COLLEGE
Required for September, 1976, a MASTER (for one term only) to teach MATHEMATICS to G.C.E. "A" level. Accommodation provided.
Apply, sending curriculum vitae and the names of two referees, to the Headmaster, Eton College, Windsor, Berkshire, from whom further details can be obtained.

LONDON, W.13
EALING COLLEGE UPPER SCHOOL
83 The Avenue W13 8JS
Required immediately MASTER to teach MATHEMATICS to "A" Level.
Apply to Headmaster. Tel. 01-997 [illegible]

NORTHAMPTONSHIRE
WELLINGBOROUGH SCHOOL
Required for April or September, 1976, a MASTER to teach MATHEMATICS to "A" and "S" level. The S.M.P. syllabus is followed throughout the School. Salary Burnham scale according to qualifications and experience.
Assistance with extra-curricular activities and tutoring in a boarding house welcome. Accommodation is available for a bachelor.
Applications with the names of two referees to the Headmaster, The School, Wellingborough, from whom further details are available.

SOMERSET
HALL SCHOOL
Wincanton
Required in January, a well-qualified man or woman to teach S.M.P. MATHEMATICS to C.S.E. and "O" level.
Burnham scale; residence if desired.
Apply to the Headmistress.

MASTER/MISTRESS required for 1976 to teach MATHEMATICS up to "O" level. Write Box TLS 1932, The Times WC1X 8EZ.

Modern Languages

BERKSHIRE
ETON COLLEGE
Required for September, 1976, a MASTER to teach GERMAN, with FRENCH as second language, to scholarship level. Accommodation provided.
Apply, sending curriculum vitae and the names of two referees, to the Headmaster, Eton College, Windsor, Berkshire, from whom further details can be obtained.

KENT
Required September, 1976—a young qualified FRENCH MASTER with experience up to Common Entrance and Public School standard and with the ability to prepare boys for the new Oral French Examination. Full-time resident or non-resident. Ability to coach games and to take part in out of school activities; a Scouter would be particularly welcome. Salary based on Burnham.
Apply with curriculum vitae and names, addresses and telephone numbers of two referees to The Headmaster, Holmewood House School, Langton Green, nr. Tunbridge Wells, Kent TN3 0EB.

LONDON, NW7 1QS
MILL HILL SCHOOL
Required in January, for two terms with the possibility of a permanent appointment, a GRADUATE TEACHER of FRENCH with GERMAN.
The school has exchanges, a language laboratory, and a Section Bilingue, teaching History and Geography through the medium of French. Wide extra-curricular opportunities for talent and enthusiasm, in sport, music and elsewhere.
Accommodation possible.
Apply to the Headmaster with the names of two referees.

NORFOLK
LANGLEY SCHOOL
Langley Park, Norwich
G.B.S.A. Recognised Independent Boarding and Day School in splendid surroundings. [illegible] boys undertaking G.C.E. "A" and "O" level courses.
Required for January, 1976, ASSISTANT MASTER to assist with teaching of FRENCH throughout the school.
A Graduate who will participate fully in the life of a boarding school, and take an interest in extra-curricular activities would be welcome for this appointment.
Salary, full Burnham Scale 2 plus board and lodging for a bachelor. A Langley Extra is available in return for boarding school duties.
Please apply in writing to the Headmaster, Langley School, Langley Park, Norwich NR14 6BJ.

STOKE-ON-TRENT
ST. JOSEPH'S COLLEGE
Trent Vale, Stoke-on-Trent ST4 5NT
Required January, 1976, FRENCH TEACHER to join our Modern Languages Department. Scale 3 post available for a suitably experienced candidate. State other subject.
Apply in writing to the Headmaster.

SUSSEX
MAYFIELD COLLEGE
Mayfield
R.C. Boarding and Day School for Boys (11-18 years) 300 boys. Teaching staff 30.
Required for January, 1976, a TEACHER of FRENCH to "O" level. The successful candidate may be required to assist in other subjects and take a full and active part in school life. Scale 1 Burnham. Government superannuation.
Apply to the Headmaster, giving names of two referees.

EXCHANGE POSTS in Europe 1976. [illegible]

Music

Heads of Department

BERKSHIRE
BEARWOOD COLLEGE
Wokingham
DIRECTOR OF MUSIC required for January or April, 1976. Bearwood is a Public School of 340 boys (see P.S. Year Book 1975, p. 716). There is a music centre with individual practice rooms for private instrumental tuition and practice, also a fine Chapel, excellent for choral work and having a two manual Compton organ.
Salary: Burnham plus boarding allowances.
The successful candidate would need to be enthusiastic and a good organizer. He would have the Headmaster's encouragement for the development of the department.
Please apply to the Headmaster.

HERTFORDSHIRE
HAILEYBURY COLLEGE
Resident MUSIC MASTER required in January or April to teach violin and run the string Orchestra.
Apply with references to the Master, Haileybury, Hertford.

LONDON, S.W.1
WESTMINSTER SCHOOL
The post of DIRECTOR OF MUSIC will become vacant in September, 1976. The School has its own salary scale. Accommodation is available. Free education at Westminster for the sons of masters.
Applications to the Headmaster from whom full details can be obtained.

PLYMOUTH
PLYMOUTH COLLEGE
(H.M.C.)
650 boys. Sixth Form 180.
Required for September, 1976, DIRECTOR of MUSIC to take charge of a large well-equipped Department. Salary point on Burnham Scale according to experience.
Applications to the Headmaster, Plymouth College, Ford Park, Plymouth PL4 6RN, from whom full details may be obtained.

Other Assistants

BEDFORD
BEDFORD HIGH SCHOOL
Required for January, 1976, a well-qualified part-time TEACHER of the OBOE.
Please apply to the Headmistress with copies of testimonials and or names of two referees.

CROYDON
TRINITY SCHOOL
(Independent; H.M.C.; 750 boys)
Required for January or April, 1976, STRING PLAYER as ASSISTANT DIRECTOR OF MUSIC. The post involves training orchestras and other ensembles, individual instrumental tuition, some teaching of optional music sets and some administrative work. The school has a thriving musical life with a visiting staff of 20 instrumental specialists; about a third of the boys have instrumental lessons at school. There are regular concerts and many of the instrumentalists play with Trinity Boys' Choir in public concerts, broadcasts and recordings.
Whitgift Foundation salary scale (above Burnham). Help with removal expenses. Possibility of accommodation.
Applications (no forms) with names of two referees, to the Headmaster, Trinity School, Shirley Park, Croydon CR9 7AT.

HERTFORDSHIRE
THE PRINCESS HELENA COLLEGE FOR GIRLS
Temple Dinsley, Preston
Near Hitchin
Required in January or May or September 1976: a RESIDENT or quasi-resident GRADUATE TEACHER of MUSIC.
Apply Headmaster.

KENT
ST. AUGUSTINE'S COLLEGE
Westgate
MUSIC MASTER
The Benedictine schools of Westgate will have a vacancy in January, 1976, for a qualified TEACHER capable of organising choral and instrumental music throughout the College and its Preparatory School.
Apply with references to The Principal, St. Augustine's College, Westgate, Kent.

SURREY
CROHAM HURST SCHOOL
South Croydon
(Independent Public Day School of 500 girls)
Recognised by the Department of Education and Science
Required for January, 1976, STRINGS SPECIALIST to teach private pupils, small groups of beginners and to be responsible for Junior and Senior School orchestras. Four [illegible] mornings per week.
Apply in writing with curriculum vitae, testimonials and names of referees to the Headmistress, 79 Croham Road, South Croydon, Surrey, CR2 7YN. Telephone 01-680 3064.

Pastoral

HERTFORDSHIRE
QUEENSWOOD SCHOOL
Brookmans Park, Hatfield
Required in September, 1976: HOUSEMISTRESS to take charge of a boarding house of approximately 40 girls aged from 11 to 16 years, vacancy due to promotion of present holder. No matrons duties or nursing responsibility involved. The post can be non-teaching or teaching (please state subject offered; preference is Latin).
Good accommodation available; salary according to qualifications and experience. Queenswood is an Independent Boarding School 16 miles from London.
Applications to be sent to the Headmistress giving names of two referees.

KENT
FARRINGTONS SCHOOL
Chislehurst
(Methodist Colleges and Schools—400 girls 11 to 18)
Required for January, 1976, a HOUSEMISTRESS to supervise a House of 88 boarders aged 14 to 17. There are two Assistant Housemistresses. The post could be combined either with some teaching or with some housekeeping. Self-contained flat, which could be used throughout the year.
Apply in writing to the Headmistress.

OXFORD
OXFORD HIGH SCHOOL
(G.P.D.S.T.)
(Direct grant: 600 girls)
Belbroughton Road, Oxford OX2 6XA
Applications are invited for the post of resident ASSISTANT to the HOUSEMISTRESS, to share in the general supervision of the boarding house [illegible] Bed-sitting room provided.
Apply in writing, to the Headmistress, giving curriculum vitae and names and addresses of two referees.

OXON
ST. MARY'S SCHOOL
Wantage
HOUSEMISTRESS required in January 1976 for this boarding school of 265 girls, aged 11 to 18. Boarding experience desirable; may be teaching or non-teaching. Self-contained flat available. Applicants must be practising communicants of the Church of England.
Applications, please, to the Headmistress, giving details of qualifications and experience, and names of two referees.

Physical Education

BUCKINGHAMSHIRE
WYCOMBE ABBEY
High Wycombe
Wanted in April or possibly September, qualified PHYSICAL EDUCATION MISTRESS. Ability to teach Lacrosse, Tennis, Swimming and Gymnastics essential, trampolining a help. Burnham Scale.
Apply with testimonials to the Headmistress.

DUMFRIESSHIRE
[illegible] SCHOOL
Moffat
Required for April, 1976, GAMES MISTRESS to be responsible for PHYSICAL EDUCATION throughout the school.
Letters of application with names of two referees to the Headmistress.

HAMPSHIRE
ROOKWOOD SCHOOL
Andover
(Independent Day and Boarding. 140 pupils 4½ to 18 years—boys to age 8)
PHYSICAL EDUCATION MISTRESS required for January, 1976. Facilities for tennis, rounders, netball and hockey, also new school hall equipped for gymnastics and large outdoor swimming pool. Burnham Scale 1, residential if required.
Applications to the Headmistress.

HAMPSHIRE
LORD MAYOR TRELOAR COLLEGE
Froyle, Alton, Hants
For Physically Handicapped boys of average and above ability
Required for January or April, 1976—
PHYSICAL EDUCATION MASTER.
Accommodation available.
A temporary appointment for Spring Term would be possible.
Further details and application form available from the Headmaster.

SURREY
MORE HOUSE SCHOOL
Frensham, Farnham
180 boys, all boarding, 11 to 17. First class GAMES MAN required, January, 1976, able to offer middle and junior subjects in teaching curriculum. Arithmetic would be useful.
The post is resident for about 35 weeks in the year. Excellent teaching conditions. Burnham plus. Superannuation.
Write with c.v. to Headmaster immediately.

WORCESTERSHIRE
ELLERSLIE SCHOOL
Malvern
(Independent boarding school for about 270 girls)
Required for spring term, 1976, full-time PHYSICAL EDUCATION ASSISTANT to teach dance, gymnastics, netball, lacrosse, swimming, tennis and rounders throughout the school. Accommodation available in return for residential duties if desired.
Applications, with names of two referees, to the Headmistress as soon as possible.

Religious Education

SURREY
CROHAM HURST SCHOOL
South Croydon
Independent Public Day School of 500 girls
Recognised by the Department of Education and Science
Required for January, 1976, qualified MISTRESS to teach RELIGIOUS EDUCATION throughout the school to "O" and "A" level. This could be either a permanent post or a temporary post for two terms. London Burnham Scale 1.
Apply in writing with curriculum vitae, testimonials and names of referees to the Headmistress, 79 Croham Road, South Croydon, Surrey CR2 7YN. Telephone 01-680 3064.

Science

Heads of Department

LIVERPOOL 23
MERCHANT TAYLORS' SCHOOL
Crosby
(Direct Grant School—over 300 in the Sixth Form)
Required in September 1976: A well qualified and experienced GRADUATE for the HEADSHIP of the DEPARTMENT of BIOLOGY.
Biology is taught throughout the school with substantial "O" and "A" level work. There are [illegible] boys in the Biological Sixth Form and two new Biological Laboratories have just been opened in a new Science wing.
Salary: Burnham Scale at least Grade III. Ability to help with games (Rugby or Cricket) a strong recommendation.
Applications with names of three referees to be sent immediately to the Headmaster.

SHROPSHIRE
ELLESMERE COLLEGE
Salop SY12 9AB
Required in January or as soon as possible thereafter: HEAD of PHYSICS.
Prepared to play full part in life of Christian Boarding Community. Staff youthful, enthusiastic.
For details write to/or telephone Headmaster, Ellesmere 2321.

Other Assistants

BUCKINGHAMSHIRE
ST MARY'S SCHOOL FOR GIRLS
Gerrards Cross
Required for January 1976, part-time TEACHER for SCIENCE throughout school.
Burnham Scale plus London Weighting.
Applications to Headmistress immediately with testimonials and names of two referees.

CHESHIRE
TABLEY HOUSE
Knutsford
(Recognised Boarding School)
Required in January, 1976, a MASTER to teach PHYSICS/CHEMISTRY to "O" level, possibly "A" and Junior Biology. Furnished accommodation for single man.
Apply, giving full particulars, to the Head Master.

DAVIES'S
47 Cromwell Road, Hove
BN3 3EU
Tel. Brighton 733160 (0273)
Wanted for January, to teach to "A" level, qualified graduate TEACHERS for:
MATHEMATICS,
PHYSICS,
BIOLOGY,
ECONOMICS.
The vacancies arise due to expansion. In each case there is a possibility for the person appointed to take over as Head of Department. Tutorial groups are small, usually only six students, and facilities are good.
Please write for further details giving a brief outline c.v. with the names and telephone numbers of two referees.

DEVON
GRENVILLE COLLEGE
Bideford
(An Independent School governed by the Woodard Corporation with [illegible] boys, including 52 day boys)
Required for January, 1976, a GRADUATE to teach BIOLOGY at all levels. Second in Department. Burnham Scale 2 post for a suitable candidate.
Ability to assist with Games or Duke of Edinburgh Award Programme an advantage.
Resident or non-resident, a nominal charge for accommodation.
Apply to the Headmaster, Grenville College, Bideford, Devon, with details of career and the names of two referees.

DORSET
CANFORD SCHOOL
There will be a temporary vacancy in January, 1976, for two terms for a man or woman to teach PHYSICS up to Advanced level. Single or married accommodation available.
Applications, with curriculum vitae and the names of two referees, should be sent to the Headmaster, Canford School, Wimborne, Dorset.

MIDDLESEX
ST. DAVID'S SCHOOL
Ashford
Required January, 1976, a GRADUATE and qualified ASSISTANT MISTRESS to teach part-time [illegible] PHYSICS and CHEMISTRY to C.S.E. level at least. Possibility of some Advanced level work for a suitable applicant.
Reply as soon as possible with full details to the Headmistress giving the names of two referees.

SOMERSET
KING'S COLLEGE
Taunton
Required for September, 1976—A MASTER to teach CHEMISTRY throughout the school. Ability to coach hockey will be an added recommendation. Burnham scale.
Apply Headmaster.

SUSSEX
KINGSLEY ST. MICHAEL
East Grinstead [illegible]
Independent Public School for [illegible]
Required in January, 1976, a GRADUATE to be responsible for the teaching of BIOLOGY throughout the Senior school.
Burnham Scale Government Superannuation.
Applications in writing to the Headmistress together with curriculum vitae and the names and addresses of two referees.

Technical Studies

CROYDON
WINTON SCHOOL
TEACHER of WOODWORK and ART required for January—see under ART [illegible]

Other than by Subject Classification

CARDIFF
THE CATHEDRAL SCHOOL
Llandaff
Permanent post from January 1976, for a MASTER to teach ENGLISH and Latin.
Apply for details to the Headmaster, or ring Cardiff [illegible]

DORSET
SHERBORNE SCHOOL
There will be two vacancies on the teaching staff in September 1976 for MASTERS to teach up to scholarship level:
1. MODERN LANGUAGES (French and German).
2. HISTORY.
Applications with the names of two referees should be made to The Headmaster, Sherborne School, Dorset.

GABBITAS-THRING SERVICES LTD.
6, 7 & 8, Sackville Street
London W1X 2BR
Telephone 01-734 0161
are seeking well-qualified experienced School Teachers for posts in
INDEPENDENT SCHOOLS
No fee whatever is payable by candidates for teaching posts

HAMPSHIRE
HILSEA COLLEGE
Required January, resident MASTER to teach FRENCH and LATIN to "O" level.
Apply in writing, The Headmaster, Hilsea College, Oakley Hall, Basingstoke RG23 7EL.

HERTFORDSHIRE
SHERRARDSWOOD SCHOOL
Welwyn Garden City
Recognised, Co-educational, Day and Boarding.
Required in the Junior School in January, a class TEACHER for 8 to 10 year olds. Man preferred but woman considered. There will be scope for some specialisation in Music. The school is on a 25 acre country estate within easy reach of London. Possibility of accommodation. Burnham with London Weighting.
Apply with details of training, experience and names of two referees to the Headmaster, Sherrardswood School, Digswell Rise, Welwyn Garden City.

LONDON
OAKFIELD SCHOOL
West Dulwich, [illegible]
Required in January GENERAL SUBJECTS TEACHER to take a class of mixed subjects, 7½ year olds, owing to teacher expecting a baby. Scale 1 and Government Superannuation.
Apply to the Headmistress with full details and the names of referees.

SOUTH GLAMORGAN
[illegible] HOUSE SCHOOL
[illegible]
(I.S.A. Yearbook 1976)
(Readvertisement)
Required in January 1976 MASTER required as residential HOUSEMASTER (to act as [illegible] accommodation) of small group of seven boys aged 10 to 18 years. Duties from Sunday afternoons to Friday evening. Would suit either:
(a) Recently qualified TEACHER to include English Literature and secondary Junior school subjects
or
(b) Post graduate STUDENT with [illegible] teaching commitment.
In either case the salary would be by arrangement.
Reply to the Headmaster of the School enclosing full C.V. and names and addresses of referees.
Previous applications for this post will be reconsidered.

Gwent County Council
Education Department

Required for 1st January, 1976.

MID-GWENT COLLEGE OF FURTHER EDUCATION
Department of Engineering & Science

1. Lecturer I for Mechanical Engineering

Candidates should possess a Higher National Certificate in Mechanical Engineering and/or a City and Guilds full Technological Certificate in Mechanical Engineering Technicians, together with suitable industrial experience.
Teacher qualification—teaching or experience of formal industrial instructor experience highly desirable.

2. Lecturer I for Pre-Nursing Courses

Candidates should be state registered nurses and preferably also state certified midwives and possess a clinical teachers certificate, together with suitable hospital experience.
Teacher qualifications—teaching experience of formal nursing instructional experiences highly desirable.

3. Department of Building
Lecturer I for Carpentry and Joinery

Candidates will be expected to assist on other courses in the department where qualifications and experience are appropriate. Good industrial experience is essential. Teaching experience and/or teacher training desirable.
Applicants should possess F.T.C., Building Crafts or comparable qualifications.
Salary range £2,460-£4,377 starting point depending upon qualifications and experience.
Application forms and further information obtainable from the Director of Education, County Hall, Cwmbran, Gwent. Forms should be returned to The Principal of the College by 14th November, 1975.
Successful applicants will be required to submit a satisfactory medical report on appointment.

INDEPENDENT
Other Appointments
continued

SURREY
ST [illegible] COLLEGE
[illegible]
Required January, MASTER to teach [illegible] to "O" level and HISTORY to "A" level, to modern [illegible] at the above school. Salary—according to experience. [illegible]
Apply, in writing, with three referees, to the Headmaster, as soon as possible.

F.L.S. has vacancies in good independent schools. For details send s.a.e. to Staff Department, [illegible] Fellows Road, London, N.W.3.

Preparatory Schools

Headships

HEADMISTRESS required September, 1976, for independent day and boarding [illegible] for about 130 [illegible] preparatory girls, preparatory boys). Situated on [illegible] of West Midlands Metropolitan area in beautiful grounds. [illegible] Burnham scale. Flat in school [illegible] available if required.—Box [illegible], The Times, WC1X 8EZ.

By Subject Classification

Geography

BERKSHIRE
[illegible] I.A.P.S.
[illegible] boys connected with [illegible] College
Required January, April, 1976, experienced qualified MASTER to teach GEOGRAPHY throughout the school. Subsidiary French a help. [illegible] player preferable. Usual [illegible] duties. Resident accommodation available.
Apply with names of two referees to Headmaster, Eagle House, Sandhurst, Camberley, Surrey.

History

HAMPSHIRE
[illegible] PARK SCHOOL
[illegible] Independent Preparatory School for 200 pupils, including [illegible]
Required in January, 1976, qualified experienced MISTRESS, preferably resident, to teach HISTORY and ENGLISH to girls aged [illegible] Burnham Scale. Government superannuation.
Apply with full particulars and names to the Headmistress.

Mathematics

CHESHIRE
ASSISTANT MASTER, with qualifications or experience, married or single. Good ground-floor flat available. Required in January for well known prep school, to teach Mathematics up to C.E. standard. Salary, Burnham Scale.
Apply with details: Headmaster, [illegible] School, Hoylake.

KENT
HOLMEWOOD HOUSE PREPARATORY SCHOOL
Required January, April or September, 1976. A qualified MATHEMATICS MASTER with experience of Common Entrance and Public School Scholarship standard. Full-time resident or non-resident.
Ability to coach games and to take part in out of school activities; a Scouter would be particularly welcome. Salary based on Burnham.
Apply with curriculum vitae and names, addresses and telephone numbers of two referees to The Master, Holmewood House School, Langton Green, Nr. Tunbridge Wells, Kent TN3 0EB.

STAFFORDSHIRE
Midlands I.A.P.S. School urgently requires young MATHS GRADUATE.
Help with all games.
Assistance in moving home.
Generous salary, well above Burnham.
Government superannuation.
Telephone: Newcastle, Staffs [illegible]

SUSSEX
LADYCROSS SCHOOL
Seaford
An experienced TEACHER of MATHEMATICS is required for January in this I.A.P.S. Catholic boarding school. An interest in games would be an advantage.
This is a resident position, with married or single accommodation. Salary based on Burnham, with Government Superannuation.
Applications in writing to the Headmaster.

Music

SUSSEX
Resident MUSIC MISTRESS required for January.
Apply to the Headmaster, Vinehall School, Robertsbridge, Sussex TN32 5JL.

Physical Education

A QUALIFIED Master is required in January, 1976, to be responsible for Physical Education throughout the school. Good gymnasium and playing fields. Resident post for single man.—Apply: Headmaster, Ghyll Royd Preparatory School, Ilkley, W. Yorks.

Science

KENT
WOOTTONLEY HOUSE SCHOOL
Ash, Canterbury
TEACHER required for January, 1976. A qualified SCIENTIST and/or MATHEMATICIAN to take work up to Common Entrance and Scholarship level. Accommodation available for single or married person.
Woottonley House is a Recognised Coeducational Day Preparatory School and a member of I.A.P.S. with about 300 pupils.
Applications should be in writing to the Headmaster giving full details of curriculum vitae and the names and addresses of two referees.

Other than by Subject Classification

Heads of Department

HULL
HULL HIGH SCHOOL FOR GIRLS
(Church Schools Company Ltd.)
Tranby Croft, Anlaby,
North Humberside
Required for May, 1976, HEAD of PREPARATORY DEPARTMENT to be responsible for the curriculum and organisation of this section of the school.
Further details and application forms may be obtained from the Headmistress at the school.
The closing date for applications will be Wednesday, 5th November.

Other Assistants

BERKSHIRE
PRESENTATION COLLEGE
Preparatory Department
63 Bath Road, Reading
Berkshire [illegible]
A MASTER will be required in January, 1976, to take charge of a class of nine-year-old boys. French and games an advantage. Burnham Scale 1 and superannuation.
Presentation College is a recognised independent Roman Catholic grammar school.
Applications with full details and the names of two referees to the Headmaster.

ESSEX
OXFORD HOUSE
Colchester
MONTESSORI TEACHER experienced, mature and enthusiastic required in January for small class four to six-year-olds in coeducational nursery and preparatory, 2½ to 11 plus. Short term single or married accommodation possibly available.
Apply the Principal, 2-4 Lexden Road, Colchester CO3 3NE, stating full curriculum vitae.

LONDON, N.W.11
ASSISTANT MISTRESS required in January for two terms only to teach second year Juniors in a recognised girls' Preparatory School; Burnham Scale, London allowance.
Apply to the Headmistress, The Henrietta Barnett Junior School, [illegible] Road, NW11 [illegible], with details of experience and referees.

ASSISTANT WOMAN TEACHER required immediately for class of 3 year olds London area. Non-resident. Ring [illegible]

QUALIFIED Junior teacher, living locally, for Chelsea PNEU School from January, 1976. Homelike happy atmosphere, small classes. Energy, dedication and love of children paramount. Please ring: 01-730 [illegible]

Colleges of Further Education

BARNET
(London Borough of)
HENDON COLLEGE OF FURTHER EDUCATION
LECTURER II ACCOUNTING SUBJECTS £3,270 to £5,055, plus £267 London Allowance
Required to teach G.C.E., secretarial, and O.N.D. classes. Candidates should have a degree or professional qualification; business or commercial experience; teacher training or teaching experience. Appointments will be made from 1st January, 1976, or as soon as possible thereafter. Application forms and further particulars, which should be returned within 14 days of this advertisement, may be obtained from the Principal, Hendon College of Further Education, Silkstream Road, Burnt Oak, Edgware, Middlesex. Please enclose stamped and addressed envelope.
Candidates who have already applied will be reconsidered.

BEDFORDSHIRE
EDUCATION COMMITTEE
LUTON COLLEGE OF TECHNOLOGY
DEPARTMENT OF LIBERAL AND GENERAL STUDIES
LECTURER Grade I in SOCIOLOGY
Applications are invited from Sociology Graduates for the post of Lecturer in Sociology, vacant from 1st November or as soon as possible after that date.
The person appointed will join a servicing department, much of the work of which involves teaching students of other disciplines. An interest, qualification and/or experience in applied Social Science (Town Planning, Community Development, Social Work, etc.) would be an advantage. Teaching experience is desirable though not essential.
For further particulars and application forms please write to the Chief Administrative Officer, Luton College of Technology, Park Square, Luton LU1 3JU. Tel. [illegible]. Completed applications to be returned within 14 days of the appearance of this advertisement.

BEDFORD
MANDER COLLEGE
(Bedford College of Higher Education Designate)
DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES
Required from January 1, 1976
LECTURER I to specialise in the teaching of LAW up to H.N.C. Business Studies standard. Applicants should hold a law degree or be appropriately professionally qualified.
Further particulars and application forms are obtainable from the Principal, Mander College, Cauldwell Street, Bedford.

DEVON
EDUCATION COMMITTEE
NORTH DEVON COLLEGE
Principal: G. T. Bird, J.P., M.A., M.B.I.M.
Applications are invited for the post of LECTURER Grade I in FOOD SERVICE for a range of college courses and to be responsible for the College Restaurant, to date from 1st January, 1976. Candidates should have appropriate qualifications and experience.
The salary scale is £2,460 to £4,377 and the starting point on the scale will depend on previous experience.
There are no forms and letters of application should be sent to the Principal, Barnstaple, Devon, as soon as possible.

DONCASTER
DONCASTER COLLEGE OF TECHNOLOGY
DEPARTMENT OF MINING ENGINEERING
Post No. 108
LECTURER Grade I: MINING MECHANICAL
Applications are invited for this post to teach Mining Mechanical subjects in Craft and Technician courses in Mining. It is expected that the appointment will be taken up on 1st January 1976, but this date is flexible. Sound industrial experience is essential together with suitable academic qualifications.
Salary within the range £2,460 to £4,377, placing dependent on qualifications and experience.
Application forms and further particulars may be obtained from: The Principal, Doncaster College of Technology, Waterdale, Doncaster, DN1 3EX.

GLOUCESTER
GLOUCESTER CITY COLLEGE OF TECHNOLOGY
DEPARTMENT OF BUSINESS STUDIES AND ADMINISTRATION
Required from 1st January, 1976:
LECTURER I to teach COMMUNICATIONS, BUSINESS MATHEMATICS/STATISTICS and PRINCIPLES of ACCOUNTS.
Salary and conditions of service in Burnham F.E. Report.
Further details and forms of application (stamped addressed envelope) from the Registrar, Gloucester City College of Technology, Brunswick Road, Gloucester.

HARINGEY
(London Borough of)
TOTTENHAM COLLEGE OF TECHNOLOGY
High Road, London N15 4RU
Telephone 01-802 3111
Principal: [illegible]
DEPARTMENT OF BUILDING
The following two posts are advertised for 1st January 1976 or as soon as thereafter possible:
(1) LECTURER Grade I CARPENTRY and JOINERY
To teach subjects in City and Guilds 585 Carpentry and Joinery course to Craft Certificate level. Suitable carpentry and joinery qualifications i.e. F.T.C. or Advanced Craft Certificate, and relevant industrial experience.
(2) LECTURER Grade I MATHEMATICS and MATERIAL SCIENCE
To teach Mathematics and Material Science on a wide range of courses in the department from Craft to Ordinary National Certificate level. Suitable qualifications i.e., Degree, H.N.C. or similar together with some relevant industrial or educational experience in Mathematics and/or Science.
Candidates not teacher trained would be considered for these posts since opportunities could be made available to attend a suitable teacher training course.
DEPARTMENT OF HEALTH, HAIRDRESSING AND CHEMISTRY
(3) Required as soon as possible: A full time LECTURER Grade I (man or woman) to teach HEALTH WORK and prepare full-time and day-release students for C.G.L.I. examinations. Good experience essential.
Salary: Lecturer Grade I, within the range of £2,460 to £4,377 plus £267 London Allowance per annum.
Starting salary above the minimum may be paid subject to suitable qualifications and experience.
Seventy-five per cent of approved removal expenses may be paid to the successful candidate.
Application forms and further details from the Principal, returnable within 14 days of the advertisement.

HERTFORDSHIRE
WARE COLLEGE
Scotts Road, Ware
Applications are invited from suitably qualified persons for appointment as LECTURER II to teach LAW to "A" and "O" levels and for O.N.D. and [illegible] in Business Studies and Public Administration.
Application forms (to be returned within 14 days of this advertisement) and further particulars available from the Registrar.

HILLINGDON
(London Borough of)
UXBRIDGE TECHNICAL COLLEGE
Park Road, Uxbridge, Middlesex
Principal: W. H. Thomas, B.Sc., C.Eng., [illegible]
DEPARTMENT OF [illegible]
Applications are invited for appointment to either a LECTURER Grade I, or LECTURER Grade II, in TELECOMMUNICATIONS from 1 January, 1976, or as soon as possible. Applicants should preferably be Chartered Engineers with industrial or Post Office experience although those offering other qualifications will be considered.
Teaching experience/teacher training would be an advantage.
Salary Scales: Lecturer Grade I, £2,460 to £4,377 plus £267 London Allowance; Lecturer Grade II, £3,270 to £5,055 plus £267 London Allowance.
Application forms and further particulars from the Principal, Park Road, Uxbridge, Middlesex, returnable within 14 days.
London Allowance payable.

HILLINGDON
(London Borough of)
UXBRIDGE TECHNICAL COLLEGE
Park Road, Uxbridge, Middlesex
Principal, W. H. Thomas, B.Sc., C.Eng., [illegible]
DEPARTMENT OF BUSINESS AND PROFESSIONAL STUDIES
Applications are invited for the following full-time post, from 1 January 1976, or as soon as possible thereafter.
LECTURER Grade I in COMMERCE, BUSINESS CALCULATIONS and allied subjects, for Certificate in Office Studies and various secretarial courses. Degree or professional qualifications, training as a teacher and previous teaching experience desirable.
Salary Scale Lecturer Grade I: £2,460 to £4,377 plus £267 London Weighting.
Application forms and further particulars from the Principal, Park Road, Uxbridge, Middlesex, returnable within fourteen days.
London Allowance payable.

JERSEY
STATES OF JERSEY
EDUCATION COMMITTEE
HIGHLANDS COLLEGE
Required for January, 1976:
LECTURER GRADE I IN [illegible]
To teach a range of business, day release and [illegible] courses, secretarial, shorthand typing and office studies subjects.
Salary in accordance with Burnham Further Education Scale.
Details and application forms from the Principal, Highlands College, P.O. Box [illegible], Highlands, St Saviour, Jersey, C.I.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTH WEST KENT COLLEGE OF TECHNOLOGY
Dartford and Gravesend
Owing to expansion in the Department of Business and Secretarial Studies applications are invited for THREE LECTURERS Grade I in SECRETARIAL SKILLS.
Salaries £2,460-£4,377 per annum. Additionally, Fringe Area allowance payable in Dartford.
Application forms and further particulars from: The Vice Principal, North West Kent College of Technology, Isaac Newton Building, Pelham Road, Gravesend, Kent [illegible].

KENT
BROMLEY COLLEGE OF TECHNOLOGY
DEPARTMENT OF APPLIED BIOLOGY
LECTURER I in PHYSICAL SCIENCES required to teach Chemistry to O.N.D., O.N.C. Sciences, H.N.C. Applied Biology and Medical Laboratory Subjects courses, with some Physics and Mathematics teaching to O.N.C. standard.
Salary Scale £2,460 to £4,377 [illegible] plus Threshold additions and London Weighting.
The appointment will be effective from 1st January, 1976, or as soon as possible thereafter.
Application forms and further details can be obtained from the Registrar and should be returned by 21st November, to Bromley College of Technology, Rookery Lane, Bromley, Kent [illegible], telephone: 01-462 [illegible].

KIRKLEES
METROPOLITAN COUNCIL
HUDDERSFIELD TECHNICAL COLLEGE
New North Road, Huddersfield
Principal: Dr. [illegible]
[illegible]
Applications are invited for the following post from 1st January, 1976, or as soon as possible thereafter.
LECTURER II in HOME ECONOMICS and CREATIVE STUDIES [illegible] with overall responsibility for Home Economics courses in the Department, and in particular for City and Guilds [illegible] courses [illegible].
Applicants must hold appropriate qualifications, including teaching qualification and/or experience, and have an interest in developing courses in the above areas.
Salary (Burnham Scale) Lecturer Grade II: £3,270 to £5,055 per annum.
Incremental credit may be given for approved teaching and other relevant experience.
Application forms and further particulars can be obtained from the Principal, to whom applications should be returned within fourteen days of the appearance of this advertisement. Please quote Ref. [illegible]

LINCOLNSHIRE
GRANTHAM COLLEGE FOR FURTHER EDUCATION
Stonebridge Road, Grantham
NG31 9AP
Applications are invited for the posts of:
LECTURER Grade I in SECRETARIAL SUBJECTS
Candidates should be suitably qualified and have had teacher training. The person appointed will be expected to offer typewriting and Pitman's Shorthand to full time and part time classes and be able to teach some Office Practice.
LECTURER Grade II in GENERAL SUBJECTS
to teach a range of subjects from English Language, Sociology, Biology, Mathematics and Physics.
Candidates should preferably be teacher trained graduates.
Required for January, 1976:
LECTURER Grade I in HOME ECONOMICS able to teach HOME ECONOMICS to A level and [illegible] with Catering theory and recreational classes.
Relevant experience and teacher training essential.
Further particulars may be obtained from the Principal, together with application forms which should be returned within 14 days.

ABERDEEN
ROBERT GORDON'S INSTITUTE OF TECHNOLOGY

SCOTT SUTHERLAND
SCHOOL OF ARCHITECTURE
Building Economics Section

(a) Lecturer in Building Services
(b) Lecturer in Construction

to teach in B.Sc. (CNAA) in Quantity Surveying Course, as part of a team. Applicants should have a progressive outlook, and a degree and/or professional qualification. Further study, research and consultancy are encouraged.
Salary in range £3,216-£6,495 per annum.
Assistance with removal expenses.
Details from Director, Robert Gordon's Institute of Technology, Schoolhill, Aberdeen AB9 1FR.

UNIVERSITY OF GLASGOW

Computer Assisted Learning

RESEARCH POST IN EDUCATION

Applications are invited for a post with an inter-disciplinary research group investigating the teaching of diagnostic skills by computer simulation.

Educational development officer, possibly with previous experience in psychology or educational technology, to work on instructional strategies in the project.

The post is available for two years under a contract with the National Development Programme for Computer Assisted Learning. No computing experience is required. Salary, according to qualifications and experience, will be between £2,453 and £3,269 per annum within Range 1B of the salary scale for Research and Analogous staff (under review). Further particulars about the post may be obtained from Mr. William R. Dunn, Department of Education, University of Glasgow, Glasgow G12 8QQ, to whom applications should be sent, including the names and addresses of two referees.

In reply please quote Ref. No. 3740 T.

Université du Québec à Rimouski

PROFESSEUR INVITE

Nous requérons les services d'une personne spécialisée en éducation préscolaire, pouvant enseigner en français et désireuse de faire un séjour d'un an ou deux ans à titre de professeur invité à l'Université du Québec à Rimouski. Cette personne assumera six (6) heures de cours par semaine à des groupes de vingt (20) étudiants selon la formule pédagogique. Enfin, cette personne supervisera les stages de formation pratique.

Les personnes intéressées sont priées de faire parvenir leur offre de services à:

Michel Olonne,
Sciences de l'Education,
Université du Québec à Rimouski,
300, avenue des Ursulines,
Rimouski, Québec,
CANADA.

Royal Military Academy Sandhurst

Lecturers or Senior Lecturers (Physics/Engineering Science)

This post is in the Department of Military Technology. The successful candidate will teach Physics/Engineering Science at GCE "A" level and up to Cambridge college entrance standard, and, if possible, lecture on one or more of the following subjects: telecommunications; surveillance techniques; weapons systems; military vehicles; nuclear, biological and chemical defence; explosives; behavioural science; computer studies; operational research.

Candidates (men and women) must have a degree with 1st or 2nd class honours in an appropriate subject or an equivalent or higher qualification, and should preferably have relevant lecturing or teaching experience. Knowledge of one or more of the additional subjects listed above will be an advantage.

Appointment will be as Senior Lecturer (£4,185-£5,780) or Lecturer (£2,440-£3,625) according to age, qualifications and experience. Starting salary may be above the minima. Promotion prospects. Non-contributory pension scheme. Accommodation available for single men; possibility of married quarters.

For further details and an application form (to be returned by 18 November, 1975) write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours) or London 01-839 1992 (24 hour answering service). Please quote ref. G/9128.

DORSET

SOUTH DORSET TECHNICAL COLLEGE

Weymouth

PRINCIPAL

(Group 4)

Applications are invited for this post which becomes vacant on the retirement of the present holder on 1st May, 1976.

Further particulars and application forms may be obtained from:—

County Education Officer (FE)
County Hall
Dorchester, Dorset DT1 1XJ

to whom they should be returned by Wednesday, 19th November, 1975.

Blackpool College of Technology & Art

HEAD OF ART

(Grade V)

Details of this May vacancy available from the Principal, Ashfield Road, Bispham, Blackpool, Lancashire

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Highbury Technical College

PORTSMOUTH

HAMPSHIRE EDUCATION AUTHORITY

Required 1st January 1976 or earlier if possible:

(1) Lecturer II to teach Hotel Accountancy, applicants must possess an accountancy qualification or corporate membership of the C.I.S. Experience in financial management accounting in the hotel and catering field desirable and previous teaching experience to Final Membership level of HCIMA or HND in Hotel and Catering Administration an advantage.

(2) Lecturer II to act as Lecturer in charge of training at the Electrical Apprentice Training Centre. Applicants should have experience of the training of apprentices in Electrical Industries with associated administrative experience.

(3) Two Lecturers I for the Electrical Apprentice Training Centre. One for Electrical Contracting Work and [illegible] trial background with a knowledge of Workshop Practice.

(4) Lecturer I for general Physics and Mathematics teaching in the Department of Mathematics and Science. An interest in Modern Mathematics and in the Nuffield approach an advantage.

(5) Lecturer I for Marine Engineering. A qualified Marine Engineer to teach ONC and METC subjects to Phase I Engineer Cadets.

(6) Lecturer I to assist with the teaching of Fabrication Welding and Shipbuilding courses at Technician and Craft level. Applicants should have good industrial experience.

Appointments for Posts 5 and 6 may be on a permanent or temporary basis.

Salaries: Lecturer II £3,279 to £5,493 p.a.
Lecturer I £2,469 to £4,377 p.a.

Application forms from: The Secretary, Highbury Tec[illegible] College, Cosham, Portsmouth PO6 2SA (Co[illegible] 83131 Ext. 247).

Gwent college of higher education | coleg addysg uwch Gwent

Art and Design

Fine Art Sculpture

Principal Lecturer £5,040-£6,642

Applications are invited for the post of Principal Lecturer in Sculpture, within the Faculty of Art and Design of this newly established College of Higher Education. The person appointed will be responsible to the Head of the School of Fine Art for organising the work of students studying for BA Honours in Fine Art within a sculpture centre of the Faculty.

Art and Design

Fashion

Senior Lecturer £5,031-£5,955

January 1976

A very special person is being sought for the position of creative design tutor in the Fashion area of the newly formed Gwent College of Higher Education Faculty of Art and Design (formerly Newport College of Art and Design). The person appointed to this senior post will have the experience and flair to undertake the responsibility for high-level design tuition. He or she will also have a considerable influence on future course development in a changing situation.

Education

Complementary Studies and History of Art

Principal Lecturer £5,940-£6,642

A suitably qualified person is required for this post. The appointment is for January, 1976, or as soon after as is possible. Although the person appointed will come within the Faculty of Education, he or she will be responsible for this area of study in respect of students undertaking BA Honours courses in Fine Art and Graphic Design within the Faculty of Art and Design.

Management and Administration

Accountancy Lecturer II £3,279-£5,493

Applicants should preferably be graduates or hold a professional qualification in accountancy such as ACCA, ACMA. The successful applicant will be able to teach at least some of the following subjects for the ACCA/ACMA examinations: Executorship, Capital Transfer Tax, Financial Accountancy, Taxation.

Application Forms and Details:

The Dean of Administration, Gwent College of Higher Education, Allt-yr-yn Avenue, Newport, Gwent NPT 5XA. Tel 0633/51526.

South East London College

Department of Communication and Liberal Studies

Senior Lecturer

(Ref. CLS 15)

To undertake some teaching within the department in liberal studies or general education, and to help in co-ordination of day and evening courses in the college's branches and annexes.

LECTURER II in General Education with an emphasis on careers

(Ref. CLS 16)

To devise and implement curricula for 16-19-year students not committed to a vocation.

LECTURER II in Numeracy

(Ref. CLS 17).

The devise and implement curricula to help students in General Education and Craft courses with numeracy problems.

Department of Business and Administrative Studies at Downham, Bromley, Kent

SENIOR LECTURER in Accountancy

(Ref. BAS 9)

To commence as soon as possible. The senior lecturer appointed will be required to teach Accountancy subjects together with Taxation or Auditing or Accounting (Government) to students at both intermediate and final level, and will also be responsible for some administrative duties within the department. Candidates should have a relevant accountancy qualification.

Department of Secretarial and Clerical Studies

LECTURER I in Clerical/Secretarial subjects

(Ref. SCS 15)

To teach Secretarial Skills, and in addition to be able to offer subjects such as Commerce, Secretarial Duties, Communication and other subjects of the Certificate in Office Studies. The post is at the Lewisham Way site.

Salary scales in accordance with the Burnham (F.E.) Report:
Senior Lecturer: £5,031-£5,417 (plus London allowance of £351)
Lecturer II: £3,278-£5,493 (plus London allowance of £351)
Lecturer I: On an incremental scale within the range £2,469-£4,377 (plus London allowance of £351), starting point depending upon qualifications, training and experience.

Assistance may be given towards household removal expenses.

ilea

Application forms, returnable within two weeks of the date of this advertisement, and further particulars from the Senior Administrative Officer, SELTEC, Lewisham Way, London SE4 1UT. *It is essential to quote the correct reference number.*

CAMBRIDGESHIRE

Peterborough Technical College

Required for January 1, 1976, or as soon as possible thereafter—

[A] LECTURER Grade 1 ELECTRICAL CRAFT STUDIES, to teach general electrical engineering subjects to technician and craft students. Preference will be given to candidates with a knowledge of the industrial utilisation of electrical energy in heavy current work.

[B] LECTURER Grade 1 TELEPHONY, to teach general electrical engineering subjects to technician and craft students. Preference will be given to candidates with a knowledge of telephony and Post Office procedures.

[C] LECTURER Grade 1 HUMAN BIOLOGY/CHILD WELFARE, to teach Human Biology, Child Growth and Development, and Health of the Young Child, to a variety of classes. Ability to teach other subjects within the Department would be an advantage. Applicants with previous teaching experience preferred.

Salary in accordance with the current Burnham Technical Scales for Teachers.

Forms of application obtainable from the Principal, Peterborough Technical College, Park Crescent, Peterborough PE1 4DZ, to whom completed forms should be returned as soon as possible.

Gwent County Council

EDUCATION DEPARTMENT

Required for January, 1976

MID-GWENT COLLEGE OF FURTHER EDUCATION

LECTURER I IN SECRETARIAL SUBJECTS

the main requirements being the ability to teach Pitmans Shorthand, Typewriting and Office Practice, to R.S.A. Stage 2 and C.S.E. standard, with secretarial students following full-time, part-time and school link commercials courses. Some evening class work with shorthand speed classes will be expected of the successful candidate, who should be suitably qualified and experienced to teach in an establishment of further education. Ability to offer speed writing as an additional skill would be considered an added recommendation.

Salary range £2,469 to £4,377, starting point depends upon qualifications and experience.

Further particulars and application forms obtainable from the Director of Education, County Hall, Cwmbran, Gwent, must be returned to the Principal by 14th November, 1975. Successful applicants will be required to submit a satisfactory Medical Report on appointment.

LANCASHIRE EDUCATION COMMITTEE

FURTHER EDUCATION

LYTHAM ST. ANNES College of Further Education:

SENIOR LECTURER in Department of General Education for May 1st (or earlier if possible) to be Deputy Head of a Grade IV Department specializing in "O" and "A" level G.C.E. work. Administrative experience in F.E. is essential and also proven teaching ability in one or more of the major subject areas of General Education.

LECTURER GRADE 1 in Department of Science and Social Work for January 1st or as soon as possible thereafter; initially to teach Human Growth and Behaviour and/or Human Biology to students on courses including Pre-Nursing and Preliminary Residential Care. Ability to assist in the organisation and teaching of courses relating to social work an advantage.

Salary Scale within the range £2,469-£4,377 depending on experience and qualifications.

Forms/further details, from/to the Principal at the College, Clifton Drive South, Lytham St. Annes, by 10th November, 1975.

W. R. TUSON COLLEGE, Preston

Required 1st January, 1976:

LECTURER I in MATHEMATICS. Ability to offer Statistics and/or Computing would be an advantage.

Letters of application (no forms) giving full details to be sent to the Chief Administrative Officer, Trinity Annexe, Gt. Shaw Street, Preston, by the 10th November, 1975.

ACCRINGTON AND ROSSENDALE COLLEGE

For 1st January, 1976 (Re-advertisement)

Department of Food and Fashion

LECTURER GRADE I in FOOD PREPARATION (2 posts)

Ability to teach to advanced level for CGLI and specialist short courses. CGLI 706/3 qualifications, Industrial experience at supervisory level together with teaching experience/qualifications desirable.

LECTURER GRADE I in FOOD AND BEVERAGE SERVICE

for full-time and part-time courses. Varied industrial experience together with HCI/CGLI qualifications essential. Teaching experience/qualifications desirable.

Salary scale Lecturer Grade I, £2,469-£4,377.

Further details/form from/to the District Education Officer, Education Office, Gothic House, Accrington, within 10 days of advertisement.

Previous applicants need not re-apply.

WARWICKSHIRE SOCIAL SERVICES

NORTON SCHOOL, KINETON

QUALIFIED TEACHER

BURNHAM SCALE 1 + APPROVED SCHOOL ALLOWANCE £504 PER ANNUM

Norton School is a former approved school that is now being integrated into the residential child care service in Warwickshire as a therapeutic establishment providing education and helping for 80 boys aged 14 to 16 years. The school is situated in very pleasant rural surroundings in South Warwickshire near to Stratford-on-Avon, Warwick and the Cotswolds.

A good all round teacher of general subjects is required to prepare boys for C.S.E. and to undertake general teaching. The person appointed will also have varied interests in out of school activities and some commitment to pastoral care of the boys. The Extraneous Duty Allowance of £879 per annum is paid.

A modern three bedroomed unfurnished house is available on a service tenancy, and settling-in-allowances are payable in approved circumstances.

The Headmaster, Mr. M. Lewis, (Telephone Kineton 640216) will be pleased to discuss the post informally with prospective applicants. Application forms are available from The Director of Social Services, Shire Hall, Warwick. (Telephone 43431, Extension 2393).

Closing date: 14th November, 1975.

Cheshire County Council

Two Housemasters/Housemistresses (Senior Grade) £2,807-£3,282/Qualification bar to £3,957.

Residential Child Care Officers (10 posts) Grade 3 £2,364-£2,853 Nantwich.

Required from January 1st, 1976, at St. Joseph's Community Home, Nantwich. Our first mixed Unit (making us the second co-education Home only of its kind in the country) for 28 children aged 13+ on admission, will open on the 1st January 1976. The Housewarden has already been appointed and we need this staff to complete the team.

The two Senior Grade staff will be expected to form a management group to lead the team and candidates should have leadership qualities and be experienced in child care.

An informal interview and visit to the Home can be arranged by contacting the Principal, Graham Smith or the Assistant Principal (Care), Trevor John. Telephone: 0270 65579.

For an application form please send a foolscap s.a.e. to the District Officer for Social Services, Cheshire County Council, Delamere House, Delamere Street, Crewe CW1 2LL.

Closing date: 15th November.

Leisure Services

youth and community division

This advertisement is issued by a Leisure Services rather than an Education Department so that our Youth and Community Division personnel work in association with colleagues responsible for the arts, country parks, libraries and sport. Here, too, a developing service to young people is not subject to the "Cinderella Syndrome".

We need suitably qualified personnel for detached clubs, joint leisure centre clubs, young wings and voluntary clubs in a wide variety of settings and will pay salaries on J.N.C. Scales 3 and 4 or F.E. Scale 1 according to the circumstances. Assistance with removal expenses will be available in accordance with the Authority's scheme.

Ring Nottingham 811522 for a preliminary chat with our Assistant Director, Gerald Tomany, or write for further details and application form to the Director of Leisure Services, 2a Oxford Road, West Bridgford, Nottingham. Please quote ref. 145.

Nottinghamshire County Council

TEACHER

We have whet the appetite of our boys at Hays Bridge Community Home, South Godstone, Surrey, and they are eager to get on with their catering course but their teacher has left—can you fill the gap?

We would prefer a qualified teacher but would consider an unqualified person provided they have plenty of experience in catering and understand boys in their formative years. Hays Bridge accommodates 80 boys aged between 11 and 18 and is situated in lovely open countryside. The staff work as a team and have a progressive approach to child care and education.

We will provide you with accommodation and pay (in approved cases) your removal expenses.

Salary: Burnham Scale 1 plus allowances (if qualified Teacher).

To find out more and to see the Home ring Dave Moss (Head of Education) or Mr. A. L. Shaw (Principal) on Smallfield 2298.

Application forms from Roy Webb, Social Services Department, Surrey House, 34 Eden Street, Kingston upon Thames. Telephone: 01-549 6722 Ext. 235.

SURREY COUNTY COUNCIL

EDINBURGH

DUNFERMLINE COLLEGE OF PHYSICAL EDUCATION

POST OF

VICE-PRINCIPAL

Applications are invited from appropriately qualified and experienced candidates for the post of Vice-Principal with effect from 1st September, 1976. Applicants must be eligible for registration with the General Teaching Council for Scotland and should have academic and administrative experience in a major post in education, preferably related to the training of teachers.

Salary for the post will be £9,840.

Further information and application forms may be obtained from The Principal, Dunfermline College of Physical Education, Cramond Road North, Edinburgh EH4 6JD, to whom completed applications should be returned by 21st November, 1975.

JORDANHILL COLLEGE OF EDUCATION, GLASGOW

The Governors invite applications from registered teachers for a

Lectureship in the Department of Primary Education

The department proposes to institute developments in the application of micro-teaching techniques to the training of primary teachers and the successful applicant would be expected to play a major role in this development. Wide and successful experience in teaching in the primary school is essential and a higher degree with a research component would be an added advantage. The appointment will be from 1st January, 1976, or such other date as may be arranged. The salary scale for the post will be from £3,216 to £6,495 with 15 points and increments of approximately £200 each, and the point at which the successful applicant will be placed on the scale will be determined in relation to his or her salary at the time of appointment.

The Governors invite applications for the post of

Lecturer in Computer Education

from teachers with experience of Computing in secondary schools.

The appointment will be from 1st January, 1976, or such other date as may be arranged. The salary scale for the post will be from £3,216 to £6,495 with 15 points and increments of approximately £200 each and the point at which the successful applicant will be placed on the scale will be determined in relation to his or her salary at the time of appointment.

Further particulars and forms of application may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, 76 SOUTHBRAE DRIVE, GLASGOW G13 1PP. Completed forms should be returned not later than Monday, 17th November, 1975.

London Borough of Redbridge

Wanstead House Community Association

WARDEN

Full-time WARDEN required for this flourishing Community Centre situated in a pleasant residential area in the London Borough of Redbridge. The Centre is run by a voluntary Association with support from the Local Authority.

Preference will be given to candidates having suitable experience in the field of Adult Education or Youth and Community work. A Diploma in Adult Education or similar qualification is desirable.

Salary in accordance with the Report of the Joint Negotiating Committee at present £3,428 to £4,246 per annum plus London Allowance. Application forms and further particulars obtainable from the Chief Education Officer, Education Office, P.O. Box No. 11, 255-259 High Road, Ilford, Essex IG1 1NN, to be returned by November 10, 1975.

CITY OF SALFORD

EDUCATION DEPARTMENT

YOUTH LEADER

(Detached)

£2,712-£3,537 (Qualified Youth Leaders)

Applications are invited from suitably qualified persons for work in the Lower Broughton area.

The job involves making contact with the youth population in the area, helping to develop relationships between them and the adult population, encouraging community projects and introducing the young people to available resources. Counselling will be needed to assist in their development and to help discover their needs. Post Reference 1820/1ES.

This post is permanent, superannuable and subject to medical examination. Commencing salary will reflect experience and qualifications. Please write or telephone 061-794 4711, ext. 261 for an application form quoting post reference number to the Personnel Manager, Salford Civic Centre, Swinton M27 2AD, to whom they should be returned by November 14.

BORDERS REGIONAL COUNCIL

ARGUS YOUTH AND COMMUNITY CENTRE, SELKIRK

Applications are invited from suitably qualified men and women for the post of

MANAGER

of the above centre which is located near Selkirk High School.

The successful applicant will have scope to develop a comprehensive programme of activities for the whole community.

Salary in accordance with the Youth Leaders' Scale £2,891-£3,474, with placing according to qualifications and experience.

Application forms and further particulars may be obtained from the Head of Personnel and Management Services, Regional Headquarters, Newtown St. Boswells TD6 0SA, with whom applications should be lodged not later than 7 November, 1975.

CITY OF LIVERPOOL

SOCIAL SERVICES DEPARTMENT

TEACHER

Burnham Scale 1 (plus £564 per annum) in respect of service in a Community Home.

St. Christopher Community School,
Chesterfield Road, Gt. Crosby,
Liverpool 23

A vacancy has arisen for a full time teacher of general Subjects which is likely to be of particular interest to those with experience in remedial education.

This is an opportunity for a person of initiative to work with a team of staff who are interested in positive caring for the adolescent girl in need of special supervision and care.

Anyone wishing to discuss the post are invited to telephone the Headmistress, Mrs. M. Hall (051-924 1032).

General Local Government conditions of service apply.

Application forms are available from the Director of Social Services, 26 Hatton Garden, Liverpool L3 2AW (051-227 3911, Ext. 292) closing date Monday 17th November, 1975.

COLLEGES OF FURTHER EDUCATION
continued

LONDON
KILBURN POLYTECHNIC
Priory Park Road, N.W.6

Required for January 1st, 1976:

DEPARTMENT OF GENERAL EDUCATION AND LANGUAGES
Kilburn

LECTURER I to teach ENGLISH on O.N.D., "O" and "A" level courses, Business Studies courses and on English to Foreigners courses.

LECTURER I to teach ACCOUNTING to G.C.E. "A" level.

Applicants for both posts, who should preferably be graduates with teacher training, should state any subsidiary subjects they are prepared to offer.

DEPARTMENT OF ENGINEERING AND SCIENCE
Colindale

LECTURER II MECHANICAL ENGINEERING (Head of Section) to contribute to the teaching of Mechanical Engineering, organize and develop all aspects of the subject. Applicants should be Chartered Engineers (C.Eng.) with substantial teaching and industrial experience. Teacher training desirable.

LECTURER I ELECTRICAL ENGINEERING. Applicants should possess a City and Guilds Certificate in Electrical Craft Studies or similar and have previous teaching experience. Teacher training and industrial experience in electronics is desirable as is Professional Membership.

LECTURER I MECHANICAL ENGINEERING. Applicants should possess T.Eng (C.E.I.), City and Guilds Full Technological Certificate or equivalent, with good teaching experience in Craft, Technician, Link and similar courses. Teacher training, industrial experience desirable.

DEPARTMENT OF POLICE CADETS
Hendon

A second SENIOR LECTURER in the department to assist in the general administration of the department and teach one or more of the following subjects: English, Sociology, Government and Politics, Constitutional Law, Geography, History, *Social Economics*, Statistics, French. Candidates should be graduates, preferably teacher trained, with experience of administrative work in an F.E. College Department.

Salary Scales: Lecturer I, £2,469 to £4,377, plus London Weighting of £351. Lecturer II, £3,279 to £5,475, plus London Weighting of £351. Senior Lecturer, £5,031 to £5,955, plus London Weighting of £267.

Application forms and further particulars from the Principal, Kilburn Polytechnic, Priory Park Road, Kilburn, N.W.6, returnable within 10 days of this advertisement.

The authority has a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.

LONDON
INNER LONDON EDUCATION AUTHORITY

WESTMINSTER COLLEGE
Vincent Square, SW1P 2PD

Applications are invited for the following LECTURER I posts.

DEPARTMENT OF HOTEL AND [illegible]
(Ref. HS 1)

LECTURER I—Required from 1 January, 1976, to teach English to full-time students undergoing vocationally orientated courses with examinations at National Level. Ability to teach numeracy and other craft related studies would be an advantage. Candidates must be qualified teachers with experience in Further or Secondary Education.

SCHOOL OF LANGUAGES
(Ref. SL 1)

LECTURER I—Required from 1 January, 1976, to teach English as a Foreign Language. Candidates will be expected to have had previous experience in this field and should be capable of teaching classes ranging from complete beginners up to and including Cambridge Certificate of Proficiency classes. The ability to teach another modern language would be an advantage.

DEPARTMENT OF HOME ECONOMICS
(Ref. HE 1)

LECTURER I—Required from 1 January, 1976, to teach Domestic Cookery and Home Management to full-time and part-time courses. Qualifications in Home Economics or Advanced Domestic Cookery with Home Management essential and experience as a Home Economist desirable.

Salary scale in accordance with the Burnham (F.E.) Report on an incremental scale with the range £2,469 to £4,377 plus London allowance of £351, starting point depending upon qualifications, training and experience.

Please send foolscap stamped addressed envelope quoting reference number for application form and further details which are obtainable from the Clerk to the Governors, Westminster College, Vincent Square, London SW1P 2PD, to whom they should be returned by 14 November, 1975.

NEWCASTLE upon Tyne
(City of)
EDUCATION DEPARTMENT
GOSFORTH HIGH SCHOOL

Required for January, 1976, or as soon as possible thereafter, a FURTHER EDUCATION and YOUTH SERVICE TUTOR, Scale 3, to be responsible for Youth Work in this mixed Comprehensive High School for 13-18 age range, and in the Gosforth area as a whole; also assistance with organizing adult activities.

Application forms and further details obtainable from the Headmaster, Gosforth High School, Knightsbridge, Great North Road, Gosforth, Newcastle upon Tyne NE3 2JH, as soon as possible.

NEWHAM
(London Borough of)
EAST HAM COLLEGE OF TECHNOLOGY
Principal: K. R. Bishop, B.Sc. (Econ.), [illegible]

DEPARTMENT OF MECHANICAL AND PRODUCTION ENGINEERING

Part-time Teaching Staff are required in both the day and evening, to cover the Workshop Practice requirements of courses in Vehicle Body and Repair Work.

Application forms may be obtained from the Principal, East Ham College of Technology, High Street South, East Ham, E6 4ER.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
NORTH TYNESIDE COLLEGE OF FURTHER EDUCATION
Embleton Avenue, Wallsend,
Tyne and Wear NE28 9NJ.
Principal: D. Garside, B.Sc.(Eng.), A.C.G.I., D.I.C., [illegible], F.B.S.A.

Required for January, LECTURER I to teach PSYCHOLOGY and ENGLISH (Language and Literature) up to and including advanced level G.C.E. Well established groups requiring enthusiastic teaching.

Salary £2,469 to £4,377. Starting point according to qualifications and experience.

Applicants must possess a qualification in psychology and preferably be a qualified teacher.

Application forms and further details may be obtained from the Principal, and returned within 14 days. Assistance with removal expenses available to successful applicant.

NORTH YORKSHIRE
(County of)
YORK COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF COMMUNITY STUDIES
Marygate

Applications are invited for the following post, duties to commence 1 January, 1976, or as soon as possible—

LECTURER, Grade I, in HEALTH EDUCATION to teach NNEB students.

Applicants should have had experience as a Health Visitor, teaching experience in further education is desirable.

Salary Scale: Lecturer, Grade I, £2,469 to £4,377.

Application forms and further particulars may be obtained from the Principal (TES), York College of Arts and Technology, Dringhouses, York YO2 2UA, to whom they should be returned not later than Monday 17 November, 1975.

NORTH YORKSHIRE
(County of)
SCARBOROUGH TECHNICAL COLLEGE
DEPARTMENT OF TECHNOLOGY

Applications are invited for the post of LECTURER, Grade I, for ELECTRICAL ENGINEERING PRACTICE and ASSOCIATED SUBJECTS.

The person appointed will be required to teach electrical installation subjects and to assist with the electrical practice and theory on the first year Integrated Training Course. The candidate should be suitably qualified in Electrical Installation Work.

Salary, £2,469 to £4,377.

Further details and application forms may be obtained from the Principal, Scarborough Technical College, Lady Edith's Drive, Scarborough YO12 5RN.

Applications should be returned within 10 days of the date of this advertisement.

NORTH YORKSHIRE
(County of)
YORK COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF BUSINESS STUDIES

LECTURER for ACCOUNTANCY, COSTING, AUDITING, etc., able to offer one or more other business studies subjects. Candidates should be Chartered, Certified or Cost & Management Accountants and preferably University graduates. Teaching experience desirable. An appointment may be offered at either Grade II or Grade I level depending upon experience and qualifications. Appointment to commence 1st January, 1976.

Salary Scales: Lecturer, Grade I, £2,469-£4,377, Lecturer, Grade II, £3,279-£5,493.

Forms of application and further particulars may be obtained from the Principal (TES), College of Arts and Technology, Dringhouses, *York YO2 2UA*, to whom they should be returned not later than Monday, 10th November, 1975.

OXFORDSHIRE
COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF FOOD, FASHION, HEALTH AND SOCIAL SERVICES

Required 1st January, 1976 (or earlier if possible):

LECTURER Grade I in CATERING to teach trade cookery and related subjects to C.G.L.I. 705 and 706 standard, and to Ordinary National Diploma students. Applicants should have good varied industrial experience and should hold appropriate qualifications.

Salary in accordance with the Burnham Technical Scale for Lecturer Grade I, viz £2,469 to £4,377 per annum.

Application forms and further details (please send stamped addressed envelope) can be obtained from the Principal, College of Further Education, Oxpens Road, Oxford OX1 1SA, to whom completed application forms should be returned as soon as possible.

RICHMOND UPON THAMES
TWICKENHAM COLLEGE OF TECHNOLOGY
Egerton Road, Twickenham, Middlesex TW2 7SJ

DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES

LECTURER I in SECRETARIAL STUDIES (additional).

Applications are invited from well-qualified TEACHERS who wish to join a large and progressive department. The Secretarial section is very well-equipped and courses offered include those for the L.C.C. Private Secretary's Diploma/Certificate, R.S.A. Secretary Linguists Diploma/Certificate and R.S.A. Diploma for Personal Assistants. Ability to teach English essential.

Scale: £2,469 to £4,377 plus London allowance.

Further particulars and application form from the Bursar.

SHROPSHIRE
(County of)
OSWESTRY COLLEGE OF FURTHER EDUCATION
College Road, Oswestry

Wanted for January, 1976, LECTURER I in SCIENCE to teach O.N.D. and "A" level BIOLOGY, with either Physics or Mathematics to "O" level.

Applications (letters only) giving curriculum vitae and details of two referees to the Principal as soon as possible.

SOMERSET
BRIDGWATER COLLEGE
Bridgwater

Required as soon as possible, LECTURER I in PHYSICS and MATHEMATICS, to join the Department of Mathematics, Science and Computing. "A" level work.

Application forms and details (stamped addressed envelope) from the Principal, Bridgwater College, Broadway, Bridgwater, TA6 [illegible]. Closing date 10th November, 1975.

STAFFORDSHIRE
EDUCATION COMMITTEE
CAULDON COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably qualified persons for the following posts—

DEPARTMENT OF LIBERAL STUDIES
LECTURER I, LIBERAL STUDIES

Applicant to assist with the teaching of Liberal Studies to all levels of students. The successful candidate must be qualified to teach English and Political History and to show an ability and interest in modern teaching methods and technology.

DEPARTMENT OF CONSTRUCTION AND SERVICES
LECTURER I, BRICKWORK

Applicants will be required to teach brickwork at City and Guilds Advanced Craft level. A Technical Teachers' Certificate would be an advantage.

DEPARTMENT OF PROFESSIONAL AND MANAGEMENT STUDIES (CONSTRUCTION)
SENIOR LECTURER, TOWN PLANNING

Applicants will be required to lecture to students on full-time degree level courses in an expanding Department. The person appointed will assist in the supervision and development of the Valuation and Estate Management Section. Teaching experience, though desirable, is not essential.

The successful applicant may be permitted to undertake approved consultancy work and opportunities for research leading to a higher degree may be provided.

DEPARTMENT OF MANAGEMENT AND BUSINESS STUDIES
LECTURER II, LAW

Applicants should possess a degree of a British University, or an equivalent professional qualification, together with relevant teaching/professional experience. The successful applicant will be required to lecture to intermediate H.N.D. students and to a variety of professional students.

Salary scales—
Lecturer I, £2,469 to £4,377.
Lecturer II, £3,279 to £5,193.
Senior Lecturer, £5,031 to £6,417.

Application forms are obtainable from, and should be returned to, the Vice Principal, Cauldon College of Further Education, The Concourse, Stoke Road, Shelton, Stoke-on-Trent ST4 2DG, as soon as possible.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trades Union.

STOCKPORT
(Metropolitan Borough of)
STOCKPORT COLLEGE OF TECHNOLOGY
DEPARTMENT OF APPLIED SOCIAL SCIENCES

SENIOR LECTURER (Ref. A91) and LECTURER, Grade II or I (Ref. A92) for elderly and physically handicapped courses. Applications from experienced and qualified workers in the Social Services, Nursing, Medicine, and [illegible] working in these fields are invited for these two posts in a developing department.

Duties to commence as soon as possible.

DEPARTMENT OF BUILDING AND CIVIL ENGINEERING

LECTURER, Grade I in GENERAL BUILDING (Ref. 497) to teach up to the level of the O.N.C. Ability to offer Mathematics and/or Science would be an advantage. Duties to commence 1st January, 1976, or as soon as possible thereafter.

Salary Scales—
Senior Lecturer, £5,031 to £5,955 per annum.
Lecturer, Grade II, £3,279 to £5,193 per annum.
Lecturer, Grade I, £2,469 to £4,377 per annum (plus additions within the scale for recognised qualifications).

Forms of application and further particulars from the Principal, Room [illegible], Stockport College of Technology, Wellington Road South, Stockport, SK1 3UQ, quoting appropriate reference. Applications to be received by 14th November, 1975.

SURREY
EDUCATION COMMITTEE
GUILDFORD COUNTY COLLEGE OF TECHNOLOGY
Stoke Park, Guildford, Surrey

Required for 1 January, 1976 or as soon as possible thereafter.

DEPARTMENT of SOCIAL WORK STUDIES

LECTURER Grade II to be responsible for the In-Service Study Course in Residential Social Work and contribute to other courses in the Department. Applicants should possess professional qualifications and experience in social work.

Salary Scale: £3,279 to £5,193 (Lecturer Grade II) plus £141 per annum London fringe area allowance.

General relocation expenses.

Further particulars and application forms available from the Principal, on receipt of stamped addressed envelope.

TAMESIDE
TAMESIDE COLLEGE OF TECHNOLOGY

Required January 1st, 1976, or as soon as possible thereafter, a LECTURER II in MODERN LANGUAGES. The person appointed will be the senior teacher in the Language Section which provides both academic and business courses, some of which are industry based. Candidates should be graduates with Language Laboratory experience and be qualified to teach French and German.

Application forms and further details from the Principal, Tameside College of Technology, Beaufort Road, Ashton-under-Lyne OL6 6NX.

Closing date, 14th November.

WEST MIDLANDS
SOLIHULL TECHNICAL COLLEGE
Blossomfield Road, Solihull, B91 1SB
Telephone: 021-705 6376

SENIOR LECTURER in the DEPARTMENT of GENERAL STUDIES to be responsible for the administration of G.C.E. "O" level and equivalent courses.

Appropriate qualifications and experience essential.

Salary: £5,031-£6,417.

Particulars from the Principal.

EXCHANGE POSTS in Europe 1976. See the advertisement on page 42 for details.

Polytechnics

Heads of Department

PRESTON
PRESTON POLYTECHNIC
HEAD OF COUNSELLING SERVICE
(Burnham Senior Lecturer scale)

Applications are invited for the above post within the Polytechnic's Student Welfare Service. Applicants should have appropriate qualifications and experience in Student Counselling, preferably in Higher Education.

Application forms and further details are obtainable from: Chief Administrative Officer, Preston Polytechnic, Corporation Street, Preston, PR1 2TQ. Closing date 14th November, 1975.

Other Appointments

EXCHANGE POSTS in Europe 1976. See the advertisement on page 42 for details.

Universities

EDINBURGH
THE UNIVERSITY
DEPARTMENT OF PHYSICAL EDUCATION
ASSISTANT IN PHYSICAL EDUCATION

Applications are invited from suitably qualified and experienced men or women for appointment as Assistant to take up duties in January 1976 or as soon as possible thereafter.

The successful candidate will need to have special qualifications for teaching physical activities in the Scottish countryside, preferably ski-ing, sailing and mountaineering, and can expect to be based for much of the year between early spring and autumn on the Department's well-appointed Field Centre at Firbush Point, Loch Tay. The remainder of the work will in the main be carried out at the University's Sports Centre or playing fields in Edinburgh where the Assistant will be expected to teach preparatory work for outdoor activities and be able, if possible, to give some help in the teaching programme for golf (preferably) or for a racket game or for a [illegible] sport.

The appointment is normally tenable for 3 to 5 years and usually qualifies the Assistant for further promotion in P.E. or outdoor education career. Salary scale, according to age and qualifications, will be in the range: £2,863 to £4,200 per annum (under review).

Applications by letter (two copies) giving the names of 3 appropriate referees, should be submitted by mid-November and addressed to The Secretary to the University, Old College, Edinburgh, EH8 9YL. Please quote reference 7019.

MINISTRY OF DEFENCE
SERVICE CHILDREN'S
EDUCATION AUTHORITY

SCEA

TEACHER

Scale 2 Religious Education and Chaplain (C of E) January 1976

WINDSOR GIRLS' SCHOOL, HAMM
IN THE FEDERAL REPUBLIC OF GERMANY

Applications are invited from Graduates for the above post of this Group 9 Secondary Comprehensive day and boarding school to organize Religious Education throughout the school. A willingness to help with morning Assemblies and Sunday Services is essential. An awareness of, and interest in modern movements in Religious Education would be an advantage.

Selection will be by interview and the successful candidate would be expected to take up the appointment on January 1, 1976.

SALARY—will be in accordance with the current Burnham [illegible] paid to teachers in the London area.

SUPERANNUATION—normal rights are safeguarded under the Teachers Superannuation Scheme.

FOREIGN SERVICE ALLOWANCE—a tax free allowance is payable.

ACCOMMODATION—is provided free.

DURATION OF ENGAGEMENT—initial engagement is for three years.

All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in Service *Children's Schools abroad after the age of* 50 and, therefore, the preferred age is under 47 years at the commencement of appointment.

Requests for application forms and further details should be made on a postcard to Ministry of Defence CM(S)4L, Room 343 Lacon House, Theobalds Road, London WC1X 8RY. Closing date for the completed forms is November 18, 1975.

AW 3095

THE UNITED WORLD COLLEGE OF SOUTH EAST ASIA
(Formerly The Singapore International School)

APPOINTMENT of HEADMASTER

The Board of Governors invite applications for appointment to the post of Headmaster which has become vacant upon the untimely death of the previous Headmaster, Mr. P. B. Jolley. Applicants must be in a position to take up the post by August, 1976, at the latest.

The College is one of three now operating within the United World Colleges movement. It is comprehensive, with 1,350 boys and girls of 47 nationalities *aged 11-19 years. A wide range of examinations are taken, including* G.C.E. "O" and "A" levels, and International Baccalaureate courses are [illegible] in the current school year. [illegible] modern air-conditioned premises [illegible] for 500 boys and girls, which stand in a spacious suburban area adjacent to new university and school developments.

An associated project, the Johore United World Centre, will utilize newly constructed buildings on a beautiful site in undeveloped country on the coast of South East Malaysia, for adventure training, field study and local community service in conjunction with students from Malaysian colleges and schools.

The successful applicant will probably have had experience in running a large secondary school and may have a knowledge of mixed boarding. An understanding of the aims of the U.W.C. movement and familiarity with the I.B. will be advantageous. The Headmaster is closely involved with the Governors in the organization of the business and forward planning of the school. There is therefore a requirement for a keen business sense and administrative ability in handling the many non-educational aspects of running an independent school. Applicants should have a wide range of academic interests and be able to share in the academic, adventure, community service and cultural activities of an international school.

Initial *salary and emoluments including adjustments* for overseas service will be in the scale of Singapore dollars 65,000-75,000 (approximately £12,750-£14,700 at current exchange rates). Medical cover, the use of a car and other minor fringe benefits apply. A Headmaster's house is provided. Present superannuation rights may be preserved by arrangement. The initial appointment will be for four years with the possibility of renewal.

Further information may be obtained from the International Office of United World Colleges at the address given below (telephone number 01-278 2115).

Applications, by letter in the first instance, and including full curriculum vitae and names of three referees, should be returned by 28th November to 2AB Intark, developer "U.W.C. of S.E.A." 1. Initial interviews will be in London early in 1976 with final interviews at a later date in Singapore. United World Colleges, London House, Mecklenburgh Square, London WC1N

MINISTRY OF DEFENCE
SERVICE CHILDREN'S
EDUCATION AUTHORITY

SCEA

DEPUTY HEADSHIP

(ACADEMIC)

GROUP 11—APRIL, 1976
KINGS SCHOOL, GUTERSLOH
IN THE FEDERAL REPUBLIC OF GERMANY

Applications are invited from experienced graduates for the Deputy Headship (Academic) of this Group 11 co-educational secondary comprehensive day school of approximately 1,200 pupils.

The post offers an excellent opportunity for a person with energy, enthusiasm and firm commitment to the comprehensive system of education who wishes to play a major part in formulating future School policy. The successful candidate will be required to show qualities of initiative, loyalty and resilience and to have had successful administrative and organizational experience.

Selection will be by interview and the successful candidate would be expected to take up the appointment on April 1, 1976.

SALARY—will be in accordance with the current Burnham scale, plus the additional payment of £351 p.a. paid to teachers in the London area.

SUPERANNUATION—normal rights are safeguarded.

FOREIGN SERVICE ALLOWANCE—a tax free allowance is payable.

ACCOMMODATION—is provided free.

DURATION OF ENGAGEMENT—initial engagement is for three years.

All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in Service Children's Schools abroad after the age of 50 and, therefore, the preferred age is under 47 years at the commencement of appointment.

Requests for application forms and further details should be made on a postcard to Ministry of Defence CM(S)4L, Room 343, Lacon House, Theobalds Road, London WC1X 8RY. Closing date for the completed forms is November 18, 1975.

THE BRITISH COUNCIL
EFL and ACE SCHEMES

Applications are invited from graduates from a British University for the following posts:—

1. English Language Teaching Adviser, Thailand (EFL), King Mongkut's Institute of Technology, BANGKOK

To prepare materials for the Institute's intensive courses in the English of Science and Technology, and to conduct in-service training courses for the staff of the English Department. Class teaching will be minimal and mainly concerned with reading and writing skills.

2. English Language Teaching Adviser, The Gambia (ACE), Ministry of Education, BANJUL

To advise on curriculum development in ELT at all levels, with a special responsibility for courses and materials at the new Brikama Training College. The post will combine advisory and lecturing duties.

Successful applicants will be aged between 30 and 55, and will be graduates with a professional qualification preferably in applied linguistics. They will have had several years of relevant teaching experience which for Post 1 should include materials preparation for scientific English courses. Experience of teacher training overseas would be an advantage.

Appointment will be to the British Council on contract terms, initially for a two-year period; service may be on secondment.

Salary scale, £5,310-£6,310.

Overseas Allowances, Post 1 Married Accompanied £1,482, Single £663. Post 2 Married Accompanied £2,186, Single £780.

Free furnished accommodation overseas, paid passages for family and allowance for children's education will be provided.

Selection by interview and board in London.

Write or telephone (quoting reference C1) to Staff Recruitment Department, The British Council, 65 Davies Street, London W1Y 2AA, for further particulars and application form to be submitted by November 24, 1975. Telephone 01-499 8011, extension 16.

BAC OVERSEAS

SENIOR TEACHER
MATHS/PHYSICS
£6,900 to £7,700 TAX-FREE

A senior Mathematics and Physics Teacher is required to take charge of the teaching of these subjects at the King Feisal Air Academy at Riyadh in Saudi Arabia, where we are responsible for the training of cadet pilots of the Royal Saudi Air Force.

Applications are invited from graduates with M.Sc. degrees in Mathematics or Physics, at least five years' teaching experience in these subjects, and preferably also post-graduate teaching diplomas. Candidates should be U.K. citizens aged 28 to 50, holding British passports.

The successful candidate will receive free bachelor accommodation and messing, medical care and other facilities. We also offer frequent and generous travel-paid home leave, and contracts are renewable after two years.

Please apply with brief details of appropriate experience, quoting Ref. No. 368/TES, or telephone Preston 634317.

The Personnel Officer (S.A.),
Saudi Arabian Support Dept.,
British Aircraft Corporation,
Warton Aerodrome,
Preston, PR4 1AX, Lancs.

BAC
BRITISH AIRCRAFT CORPORATION

UNIVERSITIES
Appointments continued

GLASGOW
THE UNIVERSITY
CHAIR OF EUROPEAN LAW

Applications are invited for appointment to the Chair of European Law. This is a new Chair.

Further particulars may be had from the Secretary of the University Court, Room 18, The University of Glasgow, Glasgow, G12 8QQ, with whom applications (20 copies), giving the names and addresses of three referees, should be lodged on or before 6th December 1975.

In reply please quote Ref. No. 3741T.

LONDON
UNIVERSITY COLLEGE
DEPARTMENT OF GEOGRAPHY

Applications are invited for the post of LECTURER in GEOGRAPHY. Preference may be given to candidates with interests in Physical Geography, Human Ecology or Resource Management. Salary within scale £2,778 to £6,050 (under review) plus £350 London Allowance; U.S.S.

Applications by 24 November 1975, to Assistant Secretary (Personnel), University College London, Gower Street, WC1E 6BT from whom further particulars may be obtained.

MANCHESTER
THE UNIVERSITY
COLLEGES OF EDUCATION DIVISION OF THE FACULTY OF EDUCATION

Applications are invited from graduates with good teaching experience and preferably with a higher diploma or degree in Education for appointment as LECTURER in CURRICULUM DEVELOPMENT. Teaching experience in primary schools an advantage. Salary range per annum (under review): £2,778 to £6,050 plus threshold payments. Superannuation. The Lecturer will be an Organizing Tutor in the Colleges of Education Division for courses of in-service education for teachers and will have an opportunity to engage in other curriculum development activities.

Further particulars and application forms (returnable by November 24th) from the Registrar, The University, Manchester M13 9PL. Quote ref.: 211/75/TES.

PAPUA NEW GUINEA
THE UNIVERSITY
(Port Moresby)

Applications are invited for the position of LECTURER within the DEPARTMENT of EDUCATION. A person with broad interests, experience (preferably including experience within a developing country) and high qualification in teacher education is sought to coordinate and take part in the teaching of a programme of basic education studies for undergraduate students being prepared for teaching positions in high schools in P.N.G.

Salary scale: K9,103 to K12,513 per annum. (£1 sterling equals K1.66.) In addition, an allowance of K1,500 per annum if single is payable. An extra K1,000 marriage allowance and K100 per child child allowance may also be payable.

Applications in duplicate, should include a curriculum vitae, naming three referees and a recent small photograph and an indication of estimated starting date.

Conditions include provision of housing, annual leave fares, study leave and F.S.S.U. superannuation. In some cases it may be possible to make an appointment on secondment.

Further details and the conditions of appointment are available from the Secretary, P.O. Box 4820, University, Papua New Guinea. Applications close on December 12, 1975.

SUSSEX
THE UNIVERSITY
LECTURESHIP IN EDUCATION
Re-advertisement

The University is seeking to appoint a LECTURER with a HUMANISTIC perspective applicable to a range of teaching and research situations. He or she should also be able to offer teaching in an Arts-based curriculum subject in the Post Graduate Certificate Course (probably Modern Languages, History or English).

Actual starting salary will depend upon age, qualifications and experience within scale £2,778 x £204—£6,050 per annum, *under review*. Appointment from 1st January, 1976, or as soon as possible thereafter.

Application forms and further details available from the Establishment Officer, University of Sussex, Sussex House (Room 206), Falmer, Brighton BN1 9RH, to whom completed applications should be returned as soon as possible and before Monday, 17th November, 1975.

UNIVERSITY APPOINTMENTS
are also advertised in
THE TIMES LITERARY SUPPLEMENT

With its worldwide academic readership the TLS—which is read in 87 countries every week—provides a first-class medium for advertising University Appointments, especially in the Arts and the Humanities. Rates 40p a line (minimum four), £2.50 a single column centimetre display. To book advertisement space please contact Miss Lesley Woodcock, Classified Advertisement Department, The Times Literary Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road WC1X 8EZ. Telephone 01-837 1234, extension 437.

WORLD BANK GROUP

The World Bank has an immediate opening at its headquarters in Washington, D.C., for an

Educational Planner

to assist in the formulation, appraisal and supervision of investments for educational development.

Candidates should have a post-graduate university degree in educational planning or economics; work experience as a planner at regional or national level; good analytical ability and working knowledge of computer usage; and a good command of written and spoken English.

The World Bank is an international organization which makes loans for productive projects that lead to economic growth in its developing member countries. It offers interesting and challenging work with frequent opportunity for international travel.

Salaries are competitive and determined on the basis of qualifications and experience. Benefits include 5 weeks' annual leave, health and life insurance, pension plan and relocation expenses on appointment.

Please send detailed resumé to:

Personnel Department,
The World Bank, 1818 H Street N.W.
WASHINGTON, D.C. 20433, U.S.A.

The British Council

King Faisal University, Dammam, Saudi Arabia

COURSE TEAM FOR A PROGRAMME OF COMMUNICATION SKILLS IN ENGLISH

For first year students in the Faculties of Agriculture, Architecture (from 1975-7) and Medicine (1976-7). Applications are invited for the following posts:

Post 2	Deputy Director	required for January 1976
3	Specialist in Science Education	January 1976
4	Specialist in Multi-Media Systems	August 1976
8	Course Tutor and Materials Designer (Architecture)	January 1976
9	Course Tutor and Materials Designer (Medicine)	January 1976
10	Course Tutor and Materials Designer (Medicine)	August 1976
12	Assistant Project Engineer	August 1976

CANDIDATES: Men only except Posts 9 or 10 which will require a woman tutor responsible for women students. Suitably qualified and experienced graduates required except post 12 for which experienced non-graduates may apply.

SALARIES: Post 2 £6,244-£6,604 p.a.
Post 3, 4 £5,335-£6,064 p.a.
Posts 8, 9, 10 and 12 £4,889-£5,524 p.a.

BENEFITS: Allowances £750-£1,600 according to marital status. Free furnished accommodation; travel costs; outfit and baggage allowances; passage-paid annual home leave. Contracts, 18 months for January appointments, 1 year for August appointments, possibly renewable.

Further particulars and forms of application obtainable from Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA. Please quote reference 75 AU 107-118.

Public Service of South Australia

DIRECTOR

The Art Gallery of South Australia

Salary up to $A20,202 p.a.

Applications are called for the position of Director, The Art Gallery of South Australia. Set near other cultural institutions in Adelaide and adjoining the University campus, the Gallery is attractive and functional. The collections include European and Australian paintings, sculptures, prints, drawings, an extensive European and Asian applied arts section, and South Australian Historical items. There is a permanent staff of 40, supplemented by a team of Voluntary Guides. Curators are employed in the areas of Paintings, Prints and Drawings, Applied Arts and a Curator of the Historical Section is soon to be appointed. There is a strong education section and a travelling art exhibition moves throughout the State.

The Gallery maintains an intensive programme of temporary exhibitions and supplementary activities involving other art forms. A programme of small exhibitions provides an interaction with contemporary creative movements. The whole is a vital part of the city's cultural life.

The Director is responsible for the management of the Gallery and for recommending policies and acquisitions to a board of Trustees. The Gallery is maintained by the Government of South Australia and the annual sum, available from all sources for the purchases of works of art, is in excess of $100,000.

Candidates should be innovators with knowledge of the arts, experienced in museum or gallery administration and able to display proven leadership ability. Possession of suitable experience and skills will be considered more important than academic qualifications.

Appointment will be made under the conditions of the Public Service Act although consideration could be given to a contract appointment as will payment of certain travel and relocation expenses for the successful candidate.

Literature on South Australia can be obtained from the office of the Agent General for South Australia, 50 Strand, London WC2N 5LW.

Applications detailing experience, aptitudes and qualifications and marked "*Confidential*" should be addressed to the Chairman, Public Service Board, P.O. Box 1808, Adelaide, South Australia 5001. (3 referees familiar with the candidate's work should be detailed.)

APPLICATIONS should reach the above by 28th November, 1975.

PUBLICATIONS SPECIALIST

with university degree, required immediately by University of Petroleum and Minerals, preferably in Science area, and/or certificate in journalism, graphic arts, printing, etc., plus work experience in printshop publishing house, newspaper pressroom, editorial office or similar area. Should be fluent with demonstrable competency in reading, writing and speaking Arabic and English with typing ability of both the languages. Elementary drafting skills essential. Should also be familiar with symbols used in Science and Engineering subjects and should desirably have creative artistic ability. The position offers competitive salary and attractive terms of employment. Apply with complete résumé indicating nationality, ages and sexes of children, home and office addresses and telephone numbers to:

Dean of Faculty and Personnel Affairs,
University of Petroleum and Minerals,
Dhahran, Saudi Arabia.

THE GEELONG COLLEGE

GEELONG, VICTORIA,
AUSTRALIA

requires a

Director of Music

The successful applicant would be responsible for the general administration of Music throughout the School. An interest in stimulating student composition and performance is desirable. Some work with adults may be required.

Applications or inquiries (which should *include* a brief outline of experience) should be addressed to the Principal, P.O. Box 5, Geelong, 3220 Victoria, Australia.

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c £3,500 p.a.

Training Officer

WEST AFRICA–LUXURY HOTEL
Food & Beverage Service

Hotel School Graduate or equivalent with teaching qualification. Age 30-40. Ability to communicate and instruct in all aspects of food & beverage service to international standards. Excellent fringe benefits include free single accommodation, bonus and generous leave arrangements.

Suitably qualified candidates please phone 01-493 7117 for application form quoting MRD 5047 (24 hour answering service).

MRD
Management Recruitment Division
BOYDEN INTERNATIONAL LTD.
11/15 ARLINGTON STREET, LONDON, SW1A 1RD.

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c £3,500 p.a.

Training Officer

WEST AFRICA–LUXURY HOTEL
Reception and Housekeeping

Hotel School Graduate or equivalent. Male or Female. Age 25-35. Teaching qualification and large hotel operating experience essential. Excellent fringe benefits include free single accommodation, bonus and generous leave arrangements.

Suitably qualified candidates please phone 01-493 7117 for application form quoting MRD 5050 (24 hour answering service).

MRD
Management Recruitment Division
BOYDEN INTERNATIONAL LTD.
11/15 ARLINGTON STREET, LONDON, SW1A 1RD.

UNIVERSITIES
continued

Fellowships Studentships and Research Awards

CAMBRIDGE
SCHOOLMASTER FELLOW COMMONER
CORPUS CHRISTI COLLEGE
Cambridge

Proposes to elect a Fellow Commoner for one term during the academical year 1976-77. He will enjoy the privileges of a Fellow (i.e., free rooms and meals) and will receive an additional payment of £50. It is hoped that he will use his term for writing a book or for study.

Applications are invited from those teaching in sixth form colleges, grammar, comprehensive or public schools.

Application forms may be obtained from the Bursar's Secretary and should be completed and returned to the Master by December 27, 1975.

LONDON
SCHOOL OF ORIENTAL AND AFRICAN STUDIES
(University of London)

FELLOWSHIPS for TEACHERS and for LECTURERS in Colleges of Education and Further Education
Autumn Term, 1976

DEVELOPMENT STUDIES

The School will award a number of FELLOWSHIPS for the Autumn Term, 1976, to teachers and to lecturers with an active interest in Development Studies.

All those selected will follow a structured programme of seminars agreed by the School. There will also be opportunities for individuals to pursue particular interests and to contribute to a teachers' handbook on Development Studies.

Those interested should apply to The Organiser of Extramural Studies, School of Oriental and African Studies, Malet Street, London WC1E 7HP (telephone 01-637 2388) for further particulars. The closing date for application is 28th February, 1976.

PLYMOUTH
PLYMOUTH POLYTECHNIC
SCHOOL OF ENGINEERING SCIENCES
CASE STUDENTSHIP

A CASE Studentship has been allocated to the School of Engineering Science, in association with British Gas, to investigate the thermal performance of buildings. This would permit a graduate with a good engineering degree to work for a higher degree, and also make a contribution to one aspect of our energy crisis.

The value of the studentship award is between £1,005 and £1,566 per annum according to circumstances, but appointment may be made by secondment from employment if this can be arranged.

Send for further details and particulars to Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth, PL4 8AA.

Colleges of Education

BRADFORD
BRADFORD COLLEGE

Required as soon as possible: LECTURER II in RELIGIOUS STUDIES

To teach at Teacher Certificate and B.Ed. level, and to share in the general work of the college in courses such as Multi-cultural Studies.

The appointment is in the first instance of two years duration. Salary scale, Burnham, Lecturer II, £3,279 to £5,[illegible].

Application forms and further particulars from the Staffing Officer, Bradford College, Great Horton Road, Bradford, BD7 1AY.

DURHAM
COUNTY COUNCIL
NEVILLE'S CROSS COLLEGE
LECTURER in EDUCATION (Nursery Infant).

Required as from 1st September, 1976 (or earlier if possible). Good experience in the Infant and/or Nursery School desired and if possible an advanced qualification in Education.

Further information and application forms, returnable by 1st December, 1975, obtainable from the Principal, Neville's Cross College, Durham, DH1 4SY.

One temporary full-time lecturer or part-time lecturers in Health Education and Human Biology (with special reference to the scientific aspects of Physical Education). Required immediately.

DURHAM
THE COLLEGE OF ST. HILD AND ST. BEDE
(A constituent college of the University of Durham)

Applications are invited from good honours graduates or post graduates for the post of LECTURER II/SENIOR LECTURER in MATHEMATICS. The lecturer will be required to teach courses in the new B.Ed. degree to be validated by the University of Durham and may also be required to teach for other degree courses of the University. Preference will be given to those with an interest in pure mathematics, though a wide range of interests is desirable. University teaching experience would be an advantage, but school experience is not required. The successful candidate will be encouraged to pursue research in mathematics.

The appointment will be from 1st May, 1976 or as soon as possible thereafter.

Salary will be within the Lecturer II/Senior Lecturer scale (£3,279-£5,066) with starting point to be determined by experience and qualifications.

Full details and application forms are available from The Principal, The College of St. Hild and St. Bede, Durham DH1 1SZ. Applications must be returned by Friday, 21st November 1975.

DURHAM
THE COLLEGE OF ST. HILD AND ST. BEDE
(A constituent college of the University of Durham)

Applications are invited for the post of LECTURER II in OUTDOOR EDUCATION. Applicants should be well qualified in two or more of the following activities: mountaineering, canoeing, sailing, orienteering. Additional qualifications in a related discipline would be an advantage. Although the successful candidate will join the Physical Education Department, the present development of a Faculty structure will facilitate interdisciplinary studies.

The appointment will be from 1st May, 1976 or as soon as possible thereafter.

Salary will be within the Lecturer II scale (£3,279 to £5,066) with the starting point to be determined by experience and qualifications.

Full details and application forms are available from The Principal, The College of St. Hild and St. Bede, Durham DH1 1SZ. Applications must be returned by Friday, 21st November, 1975.

DURHAM
THE COLLEGE OF ST. HILD AND ST. BEDE
(A constituent college of the University of Durham)

Applications are invited from good honours GRADUATES or post graduates for the post of LECTURER II/SENIOR LECTURER in HISTORY. The lecturer will be required to teach courses in the new B.Ed. degree to be validated by the University of Durham and may also be required to teach for other degree courses of the University. Candidates must have a primary interest in the period 1450 to 1700. University teaching experience would be an advantage but school experience is not required. The successful candidate will be encouraged to pursue research in History.

The appointment will be from 1st May, 1976 or as soon as possible thereafter.

Salary will be within the Lecturer II/Senior Lecturer scale (£3,279-£5,066) with starting point to be determined by experience and qualifications.

Full details and application forms are available from The Principal, The College of St. Hild and St. Bede, Durham DH1 1SZ. Applications must be returned by Friday, 21st November, 1975.

HAMPSHIRE

Senior Careers Adviser

(Psychologist/Training)

SO. 1/2 £4,239–£4,992

to be based at Headquarters, Winchester.

Applications are invited from suitably qualified and experienced persons for the above mentioned post. In addition to administering psychological testing schemes for use in vocational guidance and assisting in the training of careers staff, the officer appointed will be required to provide vocational guidance for abler pupils in a Sixth Form College and its associated feeder schools.

A degree in psychology or similar qualifications is essential. Preference will be given to applicants who have previous experience of and training for the Careers Service but others with appropriate qualifications and experience will be considered.

A car allowance will be paid.

Assistance is available for removal, legal and other expenses.

In certain circumstances accommodation may be arranged and married officers may receive a subsistence allowance if separated from their families.

Please quote reference 2422 when obtaining further particulars and application forms, returnable by 10th November, 1975 from the Personnel Officer, The Castle, Winchester, Hants SO23 8UJ.

The British Council

invites applications for the following posts:

Professor of Veterinary Nematology (Brazil)
Federal Rural University of Rio de Janeiro
Postgraduate qualification and 5 years' research.
Salary: £8,125 pa.
Benefits: annual bonus; family allowance; medical scheme. One-year contract, renewable. 75 UU 54

English Language TV Programmes (Kuwait)
Ministry of Education (Audio-Visual Aids Department)
Writer and Producer
Candidates must have a degree in English, considerable TEFL experience and 2 years' experience in TV production. Programmes will be at intermediate and secondary school levels.
Salary: £5,142 pa, approx.
Benefits: free accommodation; annual passage-paid home leave. One-year contract, renewable (5 years' stay envisaged). 75 AE 4

Teacher of English (Turkey)
The Buca Teacher Training Institute, Izmir
220 women students, aged 18-22 years.
Candidates, preferably women aged 30-45, should hold a degree in English and have considerable experience in teaching English as a foreign language. A teaching qualification is desirable.
Salary: £3,166-£4,035 pa.
Benefits: overseas and children's allowances; accommodation; medical scheme. 12 months contract, renewable. 75 ST 16

TEFL Textbook/Materials Producer (Cameroon)
For a team concerned with the introduction of English in Francophone Primary Schools.
Degree in English or Modern Languages, TEFL qualification and experience, knowledge of French essential and preferably teacher training experience at primary level. Preferred age over 30.
Salary: £3,385-£5,324 pa, tax free.
Benefits: overseas and children's allowance; free accommodation. Two-year contract, renewable. 75 HE 12

Head Teacher (Oman)
English-speaking Primary School, Salalah (not 30) January 1976
Candidates must have a British educational background and be qualified teachers with 4 years' experience.
Salary: £3,600-£4,100 pa, tax free.
Benefits: free furnished accommodation; car; two months' passage-paid home leave. One-year contract, renewable. 75 AS 130

English Textbook Project (Algeria)
Post A—Consultant to the project
Post B—Textbook Writer
Graduates with TEFL qualification and relevant textbook writing and syllabus development experience.
Salary: Post A—£4,334-£5,594 pa, tax free
Post B—£3,385-£4,264 pa, tax free
Benefits: overseas allowances; free accommodation. One-year contract. 74 RE 6 75 CE 14

Senior English Teacher (Nigeria)
The International School, Ibadan
Co-educational, age range 10-18 years.
Degree, teaching diploma and minimum 3 years' relevant experience. Preferred age range 25-35.
Salary: £2,653-£4,603 pa, approx.
Benefits: free furnished accommodation; free medical service. Two-year contract, renewable. 75 HS 144

English Teacher (Kuwait)
British Council Centre of English Studies
BA in English and preferably 1 or 2 years' ELT experience. Single men only.
Salary: £3,000 pa, tax free.
Benefits: free furnished accommodation. One-year contract, renewable. 75 AO 125

Teachers of English (Portugal)
Anglo-Portuguese Association, Oporto
Degree in English/Modern Languages and ELT experience; TEFL qualification an advantage; candidates preferably single and under 30.
Salary: £2,160-£3,085 pa, approx.
Benefits: medical scheme. Two-year contract, renewable. 75 SO 69-72

Return fares are paid. Local contracts are guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference number for further details and an application form to The British Council (Appointments), 65 Davies Street, London, W1Y 2AA.

COLLEGES OF EDUCATION
continued

HAMILTON
COLLEGE OF EDUCATION

Applications are invited for the following posts:

(1) LECTURER in SCIENCE

The post will involve teaching duties in relation to primary school science (biological and physical aspects) together with a contribution to the more specialised biology course viz. main course in the primary education diploma course and/or B.Ed. course and/or post graduate secondary training course. Supervision of students on teaching practice in schools is also included.

Applicants should be suitably qualified and experienced teachers or lecturers who are or are eligible to be registered with the General Teaching Council.

Salary Scale £3,216-£6,495.

(2) ASSISTANT LIBRARIAN

The post will involve mainly classification and cataloguing duties and assisting with library instruction and the county advisory service. This is a suitable post for a [illegible] qualified person [illegible] wishing to gain experience in a college library. Applicants should have completed part II of the Library Association examination or its equivalent.

Salary Scale £2,[illegible]-£3,[illegible].

Further information and application forms may be obtained from the College Secretary with whom completed application forms must be lodged not later than Friday, 14th November, 1975. College of Education, Bothwell Road, Hamilton, ML3 0BD.

LIVERPOOL (City of)
F. L. CALDER COLLEGE OF EDUCATION
Dowsefield Lane, Liverpool.

LECTURER II in HOME ECONOMICS to work chiefly in the field of Home Studies and Community [illegible] of Home Economics. Candidates should have high academic qualifications, ideally a Bachelor of Education degree with Home Economics as the principal component. The closing date for applications is 12th November. Further details may be obtained from the Principal. Telephone 051-428 4041.

ROTHERHAM
METROPOLITAN BOROUGH
LADY MABEL COLLEGE OF EDUCATION
Wentworth Woodhouse, Wentworth, Rotherham, South Yorkshire
Tel. Barnsley 742161/2, 742383
LECTURER in HUMAN MOVEMENT STUDIES

The job involves developing and teaching courses in the Aesthetic and Communications aspects of Human Movement Studies to Dip. HE and graduate level.

The person will need to be highly qualified in relevant areas of study and prepared to relate his/her specialism to other aspects of the college's course structure.

Salary grade appropriate to qualifications and experience.

Date of appointment can be from 1 Jan., 1976.

Application forms and further particulars available from the Principal.

Adult Education

CAMBRIDGESHIRE

FIELD TUTOR for Community Education.

See under Youth and Community Service.

HAMMERSMITH
(London Borough of)
COUNCIL FOR COMMUNITY RELATIONS
ADULT LITERACY SECTOR CO-ORDINATOR

Applications are invited for the above mentioned post. The person to be appointed must have a keen interest in literacy work with adults and have qualifications and/or experience in this field. Teaching and organisational experience are essential.

A knowledge of the educational problems of the area or knowledge/experience of similar work in a district with comparable problems will be an advantage.

This post is financed under Urban Aid II and is tenable for 18 months in the first instance.

Salary: Further Education Lecturer I Scale £2,[illegible] to £3,577 plus London Allowance £351. Starting salary will depend on qualifications and relevant experience.

Application form and job specification for the post may be obtained from the Community Relations Officer, 679 Fulham Road, London S.W.6. (Telephone 01-736 [illegible]).

Closing date for applications—10th November, 1975.

Assessment Centres

STAFFORDSHIRE
EDUCATION COMMITTEE
LICHFIELD ASSESSMENT CENTRE
Purcell Avenue, Lichfield

Required for January 1976: Qualified TEACHER for this Educational Assessment Centre. Applicants should have experience of Residential Work in Special Schools.

Application forms and further particulars obtained from and returnable to the Head Teacher (stamped addressed envelope).

SUNDERLAND
(Borough of)
SOCIAL SERVICES DEPARTMENT

Applications are invited for the following post:

OFFICER-IN-CHARGE—Resident at Easeworth House Observation and Assessment Centre.

Salary range 7A (Points 4-81 viz. £3,057-£3,545 per annum, less £372 p.a. emoluments).

This House provides care and assessment facilities for 22-24 children. Applicants must possess a residential social work qualification plus a teaching qualification.

Removal, disturbance and travel allowances are payable.

Application forms from Director of Social Services, Social Services Department, at the address shown below. Closing date for applications—14th November, 1975.

L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland, SR2 7DN.

Youth and Community Service

BRISTOL Y.M.C.A. INC.
CHRISTIAN YOUTH AND COMMUNITY WORKER

Required full-time for Bedminster branch, situated in South of City.

Suitably qualified and experienced person required to undertake overall administration and co-ordination of purpose-built centre and a number of supportive team, to continue and expand existing mixed youth work in the centre and community. Great scope for person with initiative.

Full-time female assistant also employed.

Salary—J.N.C. Scale Grade 3 (£1,911 £2,771 to £3,220), assistance with removal expenses.

Application forms:
General Secretary,
Bristol Y.M.C.A. Inc.,
Colston Street,
Bristol BS1 5AT.

CAMBRIDGESHIRE
FIELD TUTOR FOR COMMUNITY EDUCATION
CAMBRIDGE AREA

Applications are invited for the post of FIELD TUTOR for COMMUNITY EDUCATION from the 1st January, 1976, or as soon as possible after this date. The person appointed will be expected to involve himself/herself in supervising and developing community activities throughout the area and this will necessitate liaising with voluntary organisations and statutory bodies. It is hoped to appoint to this post someone with an interest in working with disadvantaged groups. He/She will be a member of the Cambridge Area Community Education team and will be responsible to the Senior Area Adviser. The salary scale will be equivalent to that prescribed for Lecturers Grade I under the Burnham F.E. Report from £2,409 to £3,577.

Further details and forms of application, to be returned by 17th November, may be obtained from the Senior Area Education Officer, Shire Hall, Cambridge, CB3 0AP (stamped addressed envelope, please).

ESSEX
DEPUTY YOUTH DIRECTOR

Required for modern purpose-built centre with a large and growing membership with a wide age range.

Would suit recently qualified youth worker looking for a challenging post.

J.N.C. Salary and Conditions.

Applications to: The Chairman, East of London Jewish Youth Club, Carlton Drive, Barkingside, Ilford, Essex IG6 1LZ.

HEREFORD AND WORCESTER
COUNTY COUNCIL
YOUTH SERVICE
WOODRUSH YOUTH CENTRE

Full-time YOUTH WORKER required at the Woodrush Youth Centre located at Woodrush High School, Hollywood, Birmingham. This is a well established and successful youth centre and the appointment offers an excellent opportunity for developing youth and community work in close association with a mixed comprehensive school. Teaching experience would be an advantage.

Salary in accordance with current J.N.C. report—Scale 2, £2,713 to £3,577.

Forms of application and further information available from County Education Officer (Y.SAL.), County Education Office, Castle Street, Worcester, WR1 3AG.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
COMMUNITY HOMES AND OTHER ASSOCIATED INSTITUTIONS
GREENACRE HOME
114 Borstal Road, Rochester
(Run by Social Services Department)

MISTRESS (full-time) required to teach in this Girls' Home. Experience or training in the problems of disturbed children an advantage. Salary on Burnham Scale 1 plus Special Schools allowance.

Application forms obtainable from the Divisional Education Officer, Fort Pitt House, New Road, Rochester ME1 1DU, to whom they should be returned on completion.

MEDWAY DIVISION
CHATHAM, WALDERSLADE SECONDARY GIRLS' SCHOOL
Bradfields Avenue, Walderslade ME5 0LB
(Roll 740)

A YOUTH TUTOR will be required at this school in January, 1976. Applicants should be qualified MISTRESSES with either special training or experience of Youth Work.

Extended day classes and other youth activities are now well established. A Youth Wing is soon to be added to give additional facilities for work of proved value in school and community. Salary will be on Post Houghton Scale 3. Walderslade is designated as a social priority school.

Further particulars of this post can be obtained from the Headmistress to whom applications should be sent.

CHATHAM, ST. JOHN FISHER R.C. SECONDARY SCHOOL
Ordnance Street
(Roll 610 mixed)

YOUTH TUTOR, Scale 3, required for January, 1976. Well established "Newsom Extended Day" courses. Successful applicant would be responsible for the organisation and coordination of these evening activities and would work closely with careers teacher.

This is an expanding school scheduled to become an Upper School in the Medway reorganisation. It occupies modern buildings in a very central position.

Generous grants for removal, lodging and disturbance expenses.

Applications to the Headmaster—two referees.

BORDERS REGIONAL COUNCIL

ADVISER IN PRIMARY EDUCATION

Applications are invited for this post made vacant through promotion.

The Adviser, and two Assistant Advisers now being appointed, will be based in Melrose and share responsibility for guidance, curriculum and building development in the primary schools in the region. It is hoped that the post will attract registered teachers with wide experience in Early Education or the middle or upper Primary Schools and preferably also with ability in a specialist subject.

Salary will be in accordance with the Scottish Teacher's Salaries Memorandum (r.p. £2,076). Enquiries will be welcomed by the present Adviser Mr. MacAskill, St. Dunstan's Melrose, (tel. 2468) or by the Education Office (tel. St. Boswells 3301).

Application forms and further particulars may be obtained from the Head of Personnel and Management Services, Regional Headquarters, Newtown St. Boswells TD6 0SA. Completed forms should be lodged with the Director of Education at the same address as soon as possible and not later than Monday 17th November 1975.

Senior Technical Officer

PO1A £4,689-£5,250

Applications are invited for the above post in the Recreation Services Section of the Recreation Culture and Health Department. Suitable applicants will have a wide theoretical and practical knowledge of recreational facilities and will be involved in the development and management of County Council indoor and outdoor recreation projects including Sports Halls, Country Parks, Picnic Sites, Caravan and Camping Sites and Water Recreation Areas.

Duties will also include assistance with the organisation of Major Recreation Promotions.

Please write or telephone for an application form, quoting Post Ref. R12, to the Chief Executive (Personnel), South Yorkshire County Council, County Hall, Barnsley S70 2TN. Telephone Barnsley 86141 Extension 268.

Closing date for applications will be 17 November, 1975.

HERTFORDSHIRE COUNTY COUNCIL

COUNTY CAREERS OFFICER

£6,009-£7,194 (including fringe allowance)

Applications by letter from candidates with good experience should be addressed, giving names of two referees, to the County Education Officer (Ref AFS/590), County Hall, Hertford, from whom further details may be obtained.

Closing date 21 November, 1975.

ESSEX COUNTY COUNCIL

CAREERS SERVICE

Senior Careers Officer

A.P.4. £3366 - £3702
+ outer fringe allowance

Applications are invited from men and women for the above post at the Brentwood Careers Office.

Candidates should hold the Diploma of the Youth Employment Service Training Board or be university graduates or hold comparable qualifications. Experience in teaching, industry or commerce is desirable.

The person appointed will, in addition to the duties of a normal careers officer, be responsible for the general administration of the careers office and work under the general direction of the Area Careers Officer.

Application forms and further details are available from the County Education Officer (G), P.O. Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD. (Chelmsford 67222, Ext. 2808) and be returned within two weeks of the appearance of this advertisement. Please state post number C.S. 091 when applying.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

CAREERS OFFICER

£2,040-£3,282

Applications are invited for the post of Careers Officer in the Leeds Careers Service to be based in an area team. Applicants must either have the Diploma of the Y.E.S.T.B., have completed a one-year course of professional training for the Careers Service, or have previous Careers Service experience.

Removal expenses are available to approved cases. Application forms are obtainable from the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE, 10 days after publication.

LEEDS

CORNWALL

Education Department

COUNTY YOUTH ORGANISER

£5,013-£5,670 p.a. (Soulbury)

Qualified men and women with substantial experience of youth work are invited to apply for this post which falls vacant upon the retirement of Jon West, M.B.E.

The successful candidate will lead a team of experienced LEA organisers providing assistance to voluntary youth organisations throughout the County and also developing Local Authority provision in a wide range of activities. The post is based at County Hall, a pleasant purpose-built office block on the outskirts of Truro within a few miles of the north and south coasts. Generous relocation expenses and facilities are available in approved cases and an essential car user allowance is payable.

Further details and an application form are available from the Secretary for Education, County Hall, Truro, Cornwall, to whom they should be returned by the closing date of 14th November, 1975.

Careers Service–Education Department

Senior Careers Officer

(Further and Higher Education)

Salary up to £4,358 p.a. inclusive (Grade AP.5). Plus 'Casual User' car allowance.

Applicants should be qualified careers officers with substantial experience in the Service, or graduates or similarly qualified persons trained in vocational guidance techniques who have been employed in career advisory work with students in further or higher education.

This post will provide a special opportunity for a person with initiative and drive to develop this new aspect of the work of the Service in Further and Higher Education.

The successful applicant will also be required to assist with the vocational guidance work for young people in schools and in the office.

Excellent conditions include 26 days holiday; contributory Pension Scheme; and 38 hour week.

In approved cases, the Council offers: temporary Housing accommodation, Legal costs up to £400, Disturbance Allowance of £100, temporary Lodging Allowance of £12 per week, and 100 per cent removal expenses.

Application forms from and returnable to Personnel Officer, Town Hall, Forest Road, London E17 4JF (Tel. 01-527 5544 Ext. 332).

Closing date: 14th November, 1975.
Quote Ref. G.313

London Borough of
Waltham Forest

Sep 31 Co 1:6

Metropolitan Borough of Rotherham

Department of Personnel Resources

PRINCIPAL TRAINING OFFICER (Education)—PR.38

Salary Scale: P.O.1(d) £3,[illegible] to £3,721

To identify training requirements for non-teaching staff employed within the Education Department and to design and implement appropriate training programmes. As a senior member of a central training section the person appointed will also be expected, where possible, to participate in other training programmes where his or her expertise can provide a useful contribution.

This is a challenging appointment having involvement in a wide range of occupations and applicants must be able to demonstrate the ability to communicate effectively and establish good working relationships with staff at all levels.

Applicants should have either previous experience of training, preferably including attendance at an approved training officers course and Membership of the Institute of Personnel Management, or, substantial experience within the Education Service which may possibly include some time in teaching.

The post carries a casual user car allowance.

Closing date: 17th November, 1975.

Application forms and further details, including job description and organisation structure, from Principal Appointments Officer, Council Offices, Grove Road, Moorgate, Rotherham S60 2TS. Telephone: Rotherham [illegible] ext. 26.

R. W. Ellis, Director of Personnel Resources.

LONDON BOROUGH OF BROMLEY

EDUCATION DEPARTMENT

CAREERS OFFICER

(Beckenham)

£2,388-£3,114/£3,543

Required to give vocational guidance to school leavers in secondary schools and to provide information on Further Education to young people.

Applicants should possess a University Degree, Diploma in Vocational Guidance, Diploma of Youth Employment Training Board, or an equivalent qualification.

Starting salary dependent upon qualifications, training and experience.

Send for application form to the Assistant Chief Executive (Manpower), Town Hall, Bromley BR1 1SB. Tel.: 01-464 3333 ext. 316, quoting reference E.72.

Closing date 10th November, 1975.

ESSEX COUNTY COUNCIL

EDUCATION DEPARTMENT

Advisory Teacher

Scale 4

Reading and Language Development

Applications are invited from teachers with expertise in this field to assist with the establishment of an information and research unit, and to take part in investigations and projects in schools. The successful applicant will be based at St Osyth's College, Clacton on Sea.

Previous applicants need not re-apply, as their applications will be reconsidered.

Generous scheme of grants for removal, lodging and disturbance expenses.

Closing date: 14 November, 1975.

Application form and further details may be obtained from the County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford.

CAREERS OFFICER

Post E409

£3,[illegible]-£4,[illegible] per annum

[illegible] Western Area Education [illegible]

The post is the "Older Leaver Specialist" in the Area and the duties will include advisory work with academically more able pupils in schools.

Previous experience in the general field of careers advisory work is desirable.

Fringe benefits will include, in appropriate circumstances, 100% removal expenses; contribution towards legal or similar fees of up to £300; £120 settling-in allowance, and, where applicable, a lodging allowance of £10 per week with 2nd class rail fares home once every three weeks—both for a period not exceeding four months.

Further details and application form (returnable as soon as possible) from the County Education Officer, County Hall, Ipswich IP4 2JS (Tel.: Ipswich 55801, ext. 346).

Suffolk County Council

YOUTH AND COMMUNITY SERVICE

continued

LONDON E.1

Half Moon Theatre needs YOUTH WORKERS. Various posts available.

Must have a rapport with tough children and a commitment to the East End. The Half Moon Theatre, 27 Alie Street, London E.1.

NEED A CHALLENGE?

EXPERIMENTAL COMMUNITY [illegible] PROJECT

needs

TEACHERS/COMMUNITY WORKERS

Difficult but rewarding work [illegible] and enterprise [illegible] important.

Apply Secretary, The Community House and School Project, 120 St. Paul's Road, Birmingham 12.

NEWCASTLE upon Tyne

(City of)

EDUCATION DEPARTMENT

GOSFORTH HIGH SCHOOL

Required for January, 1976, or as soon as possible thereafter, a [illegible] EDUCATION and YOUTH SERVICE [illegible] Scale 2, to be responsible for Youth Work in this mixed Comprehensive High School for 13 to 18 age range, and in the Gosforth area as a whole; also assistance with organising adult activities.

Application forms and further details, obtainable from the Headmaster, Gosforth High School, Knightsbridge, Great North Road, Gosforth, Newcastle upon Tyne NE3 2JH, as soon as possible.

Overseas Appointments

CANADA

Applications are invited for one year teaching Exchange Posts with French-speaking School Boards in Quebec, Canada. Applicants should be from Secondary Schools or Technical Colleges to teach French and/or English. If English only applicants must have a good working knowledge of French to teach English as a foreign language to French-speaking students. The Canadian applicants will be teachers of English but will teach French in British schools. A Government grant of [illegible] plus dependants' grants and free medical cover will be given to the successful applicants. Half return travel costs will also be paid.

Please apply enclosing a 10in. by 7in. stamped addressed envelope to: The League for the Exchange of Commonwealth Teachers, 124 Belgrave Road, Westminster, London, SW1V 2DL.

AUSTRALIA

Applications are immediately invited for TEACHING EXCHANGE positions in Australia commencing January, 1976, due to unforeseen cancellations by other applicants. Any primary or secondary school TEACHER'S aged between 25 and 45 years with minimum five years teaching in Britain, plus some secondary [illegible] need apply. Government and travel and cost of living grants available to successful applicant.

For full particulars and application form please write to the following address, enclosing a stamped addressed envelope for your reply: League for the Exchange of Commonwealth Teachers, 124 Belgrave Road, Westminster, London SW1V 2DL.

ZAMBIA

THE INTERNATIONAL SCHOOL OF LUSAKA

Applications are invited from young teaching couples to teach the following subjects from September 1976: MATHEMATICS, BIOLOGY, PHYSICS, ENGLISH. Candidates must be qualified and have some experience of teaching to "O" level.

Salaries above Burnham, plus overseas allowance, 25 per cent gratuity, free housing and air passages.

Short-listed candidates will be interviewed in London in February 1976.

Write for application forms to: A. Ward, Headmaster, International School, Box RW 121, Lusaka, Zambia.

FRANCE

Required dynamic TEACHER (22-30) to teach ENGLISH to French adults and children. T.E.F.L. diploma and/or valid teaching experience necessary. Candidates must have sound mastery of oral teaching techniques, especially intonation and correction. Good salary offered to suitable candidate. Six weeks paid holidays per year.

Apply with C.V., references and photo to "The Sinkos," Cours d'Anglais, 25 Rue Lyautey, 54000, Nancy.

PAPUA NEW GUINEA

ANGLICAN DIOCESE

Qualified and experienced HEADMISTRESS required for Holy Name Secondary School, for Girls, at Dogura.

[illegible]

FRANCE

[illegible]

FINLAND

[illegible]

OVERSEAS TEFL CONTRACTS

begin any time of the year with Polyglot.

For full information please contact: The Polyglot Schools [illegible] Ltd., Telephone: 01-[illegible]

NIGERIA, ZAMBIA JAMAICA, KENYA and other countries

Information available about Apr.–Sept. '76 openings in Government and Church Sec. schools and teachers colleges.

Send brief personal particulars and stamp to Christians Abroad, 38 King Street, London WC2E 8JT.

TANZANIA

Infant and Junior trained TEACHERS required in January, 1976, for new International School.

Applications, including curriculum vitae, to the Headmaster, St. Constantine's School, Box 221, Arusha, Tanzania.

AFRICA

TEACHERS (all subjects) urgently needed in Catholic mission schools throughout Africa. Challenging worthwhile work. Volunteer terms. V.M.M., 1 Victoria Road, London NW7 4SA. Please send postage for reply.

WEST AFRICA

An introduction to teaching about West Africa in the secondary school. Films, simulation games, African literature. Tuesday, 4th November, 6.30 p.m. Africa Centre, 38 King Street, Covent Garden, London WC2E 8JT, 01-836 1973.

GERMANY

ENGLISH LANGUAGE TEACHER required for minimum of one year. Apply Benedict-Sprachenschule, 401 Neuss, [illegible] 20-51.

ENGLISH TEACHER required for language school near Milan, Italy. Beginners to Cambridge level. Some knowledge of Italian an advantage.—Write Box TES 1979, The Times, WC1X 8EZ.

ITALY—Family require girl to teach children English. Suit teacher or student. [illegible], Wimbledon, London, S.W.19. Tel. 01-946 5720.

Administration

Local Education Authority

DORSET

COUNTY COUNCIL

COUNTY EDUCATION DEPARTMENT

CAREERS SERVICE

CAREERS OFFICER (Poole)

Salary within the grades AP2/3/4 (£2,[illegible] to £3,[illegible], £3,[illegible] to £3,282, £3,[illegible] to £3,703 per annum), with a qualification bar at the maximum of AP2 for unqualified officers. Qualified officers commencing at AP3 with progression to AP4 after four years experience.

To carry out the full range of careers officer duties.

Candidates should have relevant experience and/or training, who preferably also hold an appropriate professional qualification. Applications from students completing Careers Service Diploma courses in December will be particularly welcome.

Application forms (returnable by 14 November, 1975) and further details from the County Education Officer (CS), County Hall, Dorchester, DT1 1XJ. (Please quote Post Ch.177.)

DURHAM

COUNTY COUNCIL

ADVISER FOR CRAFT/TECHNOLOGY

Appropriate qualifications and relevant teaching experience are essential.

Salary £5,013 to £5,670 per annum.

Further details and application forms, returnable by 14th November, 1975, may be obtained from the Director of Education, P.O. Box, County Hall, Durham, DH1 5UJ, on receipt of a foolscap stamped addressed envelope.

KINGSTON upon Thames

(Royal Borough of)

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY SERVICE

SENIOR ASSISTANT BOROUGH YOUTH OFFICER

£4,050 to £4,[illegible] per annum plus £[illegible] per annum London Allowance. Qualified and experienced persons are invited to apply for the above post. The Service is developing its community work and the person appointed will assume a leading role in this.

An interest in training would be advantageous.

In approved cases, generous assistance with removal expenses, legal fees and lodgings is granted. Temporary housing accommodation may be available.

Application forms and further details from the Chief Education Officer, Education Department, Tolworth Tower, Surbiton, Surrey, KT6 7DT. Tel. 01-[illegible]. Closing date for applications: 14th November.

NEWHAM

(London Borough of)

CAREERS SERVICE

SENIOR CAREERS OFFICER

GRADE A.P.5 S.O.1

Salary £4,[illegible] to £4,[illegible] [illegible]

Applications are invited from experienced CAREERS OFFICERS for this post. The duties of [illegible] for the time being are [illegible] concerned with the [illegible] Specialised assistance [illegible] ployed young people [illegible] private training will be [illegible]

Applicants should [illegible] have completed a recognised [illegible] of professional training [illegible] Careers Service and hold [illegible] qualifications (degree, [illegible] vocational guidance or [illegible] the Youth Employment [illegible] Training Board). [illegible] Salary will be in accordance [illegible] qualifications and experience.

Application forms and [illegible] details are obtainable [illegible] Director of Education, [illegible] Offices, Stratford, [illegible] and should be returned [illegible] days of the appearance of [illegible] advertisement.

J. S. Wilkie, Director of [illegible] cation.

ASSISTANT MANAGER—

REDBRIDGE SPORTS CENTRE TRUST LTD.

Assistant Manager wanted for early appointment to join an enthusiastic team managing an independent multisports complex. Challenging opportunity for newly qualified physical educationalist preferably in age range 23 to 30. Responsibilities will include supervision of courses, coaching of school children and general administrative duties. Excellent training for future management.

Starting salary £2,500 per annum.

Application form from The Secretary (Dept. TE), Redbridge Sports Centre Trust Ltd., Forest Road, Barkingside, Essex IG6 3HD.

NATIONAL FIELD OFFICER

The Albany Trust wishes to appoint a Field Officer to develop its educational and training work in psychosexual counselling.

The Post will entail:

1. Building up links and maintaining continuing liaison with counsellors and welfare agencies in all parts of the United Kingdom. This will necessarily involve a certain amount of travel outside London.
2. Devising and implementing training programmes for counsellors and befrienders, in co-operation with other national and local agencies (statutory and voluntary).
3. Being responsible for co-ordination of the Trust's own counselling work.

Applicants should have good social work/youth work qualifications and experience. Commencing salary negotiable in £4,000 region. Applications by letter plus curriculum vitae to The Secretary, Albany Trust, 31 Clapham Road, London SW9 0JD.

(Re-advertisement)

Computer Education in Schools

Sales Co-ordinator

Applications are invited for the above post in our London office. The successful applicant will be responsible for designing, organising and implementing programmes to disseminate information about new materials, and will be expected to liaise with LEAs and educational establishments requiring materials for Computer Studies courses. An awareness of the ICL-CES projects is desirable, and candidates must have teaching experience, preferably at the secondary level.

Further details may be obtained from Colin Hampson-Evans, Computer Education in Schools, ICL, Computer House, 322 Euston Road, London NW1 3BD. Telephone 01-387 7030 ext 603.

ICL CES

ADMINISTRATION

Local Education Authority

continued

SHROPSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

CAREERS SERVICE

As part of the Government's emergency measures to deal with unemployment among school leavers this Authority intends to appoint a CAREERS OFFICER (Unemployment Specialist). The duties will entail liaison with employers and Trade Unions, identifying firms who may be persuaded to employ additional young people and cooperating with other careers officers, Job Centres, and the Training Services Agency. Interviewing unemployed young people, sustaining their morale and keeping close contact with parents, youth workers and social workers will be an important part of the work. Special training will be given in assessment techniques and the structure of education and training.

The initial contract will terminate on March 31, 1977, and while there are prospects of assimilation to a permanent post in the Careers Service, this is a temporary post with no guarantee of employment beyond that date.

Applicants should be trained careers officers, have related experience, or have wide experience of work in industry.

Salary A.P. 3/4 (£2,922 to [illegible]).

A car allowance will be paid.

Further particulars and application forms from the Principal Careers Officer, at the address below, within ten days of the appearance of this advertisement.

J. Bevan, County Education Officer, Education Office, Shirehall, Shrewsbury.

STAFFORDSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

SENIOR CAREERS OFFICER

(£[illegible] to £4,02[illegible] (Grade AP 5)

Applications are invited from experienced CAREERS OFFICERS for a new post of Senior Careers Officer who will deal with finding work, or training for unemployed young persons.

Full details and application forms may be obtained from: Chief Education Officer (Admin 1), Education Department, Tipping Street, Stafford.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be a member of a trade union.

SUNDERLAND

(Borough of)

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY SERVICE

APPOINTMENT OF COMMUNITY LIAISON OFFICERS

Applications are invited for the [illegible] posts from suitably qualified or experienced men or women.

Persons appointed will be working in areas (neighbourhoods) with an average population of 7,500, offering [illegible] for creative community development.

Each officer will be attached to a Community Association and will be responsible for advising and assisting the Association to improve the quality of life in its neighbourhood.

Professional and administrative support will be available through the Borough's Youth and Community Service.

The posts offer to skilled Community Workers opportunities of [illegible] their expertise within a [illegible] service.

Salary will be negotiable within the [illegible] Report of the J.N.C. Scale for Youth Leaders and Community Centre Wardens, £2,712-[illegible]

Salary for unqualified applicants will be within the scale £1,989-[illegible]

Further information available from the Director of Education, Town Hall and Civic Centre, Sunderland, [illegible] 7DN. Closing date 14 days after appearance of advertisement.

[illegible] Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland, SR2 7DN.

General

UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

Applications are invited for the post of ASSISTANT to the SECRETARIES for work primarily in the field of modern languages. The appointment is subject to the University Statutes and Ordinances, and will be tenable from 1st January, 1976, or as soon as possible thereafter. Duties will include general administration work on syllabuses and question papers. Candidates should hold a good honours degree in Modern Languages or Technical Subjects; experience of teaching or of educational administration will be an advantage. Preference will be given to candidates between 25 and 35.

The pensionable stipends (under review) for Assistants in the Secretariat are:

Grade II: £3,[illegible] a year, rising by seven annual increments to £5,0[illegible], or, if the person is ordinarily resident in College, £3,4[illegible] a year, rising by seven annual increments to £4,[illegible].

Grade III: £3,574 a year, rising by five annual increments to £5,[illegible], or, if the person is ordinarily resident in College, £3,473 a year, rising by five annual increments to £5,[illegible]. In addition, a "threshold" payment of £[illegible] is payable at each point on the scale. Appointment may be made above the minimum.

Further information may be obtained from the Secretary, Local Examinations Syndicate, 17 Harvey Road, Cambridge CB1 2EU. Applications required not later than 24th November, 1975.

LANCASTER

THE UNIVERSITY

CENTRE FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Applications are invited for the post of RESEARCH OFFICER to take part in a four-year British Library project, which will investigate the information needs of a sample of users in the field of education, and the extent to which an experimental service based on computerized sources can satisfy those needs.

Preferably, applicants should have a working knowledge of the literature of education. A qualification in librarianship or information science would also be an advantage. As the greater part of the sample would be drawn from the North-West region (principally Lancashire, Cumbria, and the Manchester and Liverpool conurbations) car ownership would be desirable, but not essential.

The appointment would be made towards the bottom of the Lecturer scale, and would be tenable for four years. £3,[illegible], £3,[illegible], £3,[illegible], £3,[illegible], £3,678, £3,[illegible] (under review).

Further particulars may be obtained (quoting reference L.[illegible]/G) from the Establishment Officer, University House, Lancaster, LA1 4YW, to whom applications (six copies), naming three referees, should be sent not later than November [illegible], 1975.

YORKSHIRE

WORKERS' EDUCATIONAL ASSOCIATION

YORKSHIRE NORTH DISTRICT

APPOINTMENT OF DISTRICT SECRETARY

Applications are invited for the post of SECRETARY of the Yorkshire North District of the Workers' Educational Association which will become vacant early in 1976. Applicants should have knowledge and experience relevant to the organisation of adult education and the W.E.A. or other voluntary movements.

Duties include responsibility for full-time and part-time staff; negotiations and relationships with other bodies, including universities, local education authorities and the D.E.S.

Salary scale £[illegible] to £[illegible]. Superannuation scheme.

Further information and application form from the District Secretary, W.E.A., 7 Woodhouse Square, Leeds LS3 1AD.

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

SCHOOL PSYCHOLOGICAL SERVICE

Two Educational Psychologists

for December 1975

for either Dover area or Mid or North West Kent

These posts are a part of an expanding and developing School Psychological Service. Based at Dover or at either Maidstone or Chatham they will be responsible to the Senior Educational Psychologist covering the area in which they are based. Psychologists completing postgraduate training are welcome to apply.

This County is developing a young, active and adventurous service which is keen to explore new areas of inter-action within the education service. In addition to undertaking normal School Psychological Service duties with a commitment to the Child Guidance Service, Psychologists participate actively in the Committee's extensive In-Service Training Programme. An Honours Degree in Psychology, teaching experience and post-graduate training in educational psychology is essential.

Salary will be on the appropriate points of the Soulbury basic spine for Educational Psychologists, rising to a maximum of £5,670, with the starting point being determined by qualifications and experience.

Application forms and further details from W. H. Petty, County Education Officer (ref G), Springfield, Maidstone ME14 2LJ.

Child Care

CHESHIRE

EDUCATION COMMITTEE

HALTON DISTRICT

SCHOOL COUNSELLOR

A qualified and experienced TEACHER required for appointment as School Counsellor to be a member of a team established to provide social work support service at Widnes, SS Fisher & More R.C. High School and the contributory Primary schools. Other members of the team will include a school based social worker and an educational welfare officer.

Salary Scale 5 £3,537 to £4,917.

Approved removal expenses and disturbance allowance payable in accordance with County Scheme.

Application forms and further particulars (foolscap stamped addressed envelope) obtainable from D.E.O., Grosvenor House, Shopping City, Runcorn, Cheshire, to whom completed forms should be returned by 14th November, 1975.

HAVE YOU A HAPPY HOME

BUT SEEK A CHALLENGE FOR YOUR SKILL WITH HUMAN PROBLEMS?

Can you offer a foster home to Alton (aged 10, mixed blood) and Dolla (aged 8) every school holiday? This brother and sister are over active and emotionally shallow because they have not had the security of a loving family and somewhere to call home, but they are intelligent and can be helped. They are in long term care, and may attend boarding school. Foster parents for these children should have no young children at home.

Gary aged 13, from the West Indies, also needs a home every school holiday. A quiet lad, sometimes shy with adults, he cannot at present face the carping criticism and high expectations of his parents, although he may eventually return to live with them.

If you live anywhere from West London to the Sussex coast and can help these children please write to: Mrs. [illegible], Ealing Social Services, Acton Town Hall, London W3.

WARWICKSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

PACKWOOD SPECIAL SCHOOL

Glasshouse Lane, Hockley Heath, Solihull B94 6PX

ASSISTANT MATRON required at this residential school for 60 educationally subnormal boys aged 11-16 years. Appointment subject to satisfactory medical and X-ray examinations.

Salary scale £2,[illegible] to £2,[illegible], less a deduction of £[illegible] per annum for board and lodging. Additional payment of £180 per year if suitably qualified. Remission of board and lodging charge during normal school holiday periods.

Application forms and further particulars may be obtained from the Head at the school (telephone Lapworth [illegible]).

[illegible], County Education Officer, 22 Northgate Street, Warwick.

Educational Psychologists

BERKSHIRE

(Royal County of)

CHILD GUIDANCE SERVICE

PSYCHIATRIC SOCIAL WORKER

(Part-time, 5 10th)

Salary APT, £[illegible]-£3,703

Applications are invited from suitably qualified persons for post of part-time Social Worker at the Child Guidance Clinic, Burlington Road, Slough. Preference will be given to qualified Psychiatric Social Workers.

Further particulars and application forms may be obtained from the Director of Education (SEM), Kennet House, 80-82 King's Road, Reading RG1 3BL.

Completed forms to be returned as soon as possible.

NORFOLK

COUNTY COUNCIL

EDUCATION DEPARTMENT

AREA EDUCATIONAL PSYCHOLOGIST

(Soulbury, points 17-22—£4,[illegible] to £5,670)

Applications are invited for this post, based at King's Lynn. The person appointed will be responsible for the full range of psychological work in the schools of the Western Education Area and will participate in the work of multi-disciplinary assessment teams.

Applicants must have an honours degree in psychology, postgraduate professional training and relevant teaching experience.

Essential car user allowance payable. Removal expenses and lodging allowances paid where appropriate.

Application forms and further particulars obtainable from County Education Officer, County Hall, Martineau Lane, Norwich, NR1 2DL. Closing date for applications 30th November, 1975.

School Health Service

EALING

(London Borough of)

HEALTH EDUCATION

(HEALTH VISITOR)

Salary £3,627 to £3,963 per annum inclusive.

Applicants should be either teachers with experience of health education or Health Visitors who have worked in an education field.

The leader and four members of this team provide in qualifications, experience and interests, a wide range of support for pupils experiencing learning and adjustment difficulties associated with language and culture, their parents, teachers and other related educational, health and Social Service agencies.

The council offer 100 per cent removal expenses, legal and estate agents fees up to £[illegible] and lodging allowances. A flexible working hours scheme is also in operation.

Application forms and further particulars from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, forms to be returned within 14 days of the appearance of this advertisement.

For further details of this post please telephone Mr. [illegible] Chief Officer for Support Programmes 01-[illegible].

TRAINING FOR SOCIAL WORK WITH THE N.S.P.C.C.

Are you interested in helping families where there are problems of children being assaulted or neglected or where the emotional development is endangered by marital violence?

Applications are sought from mature, resilient and understanding men and women between the ages of 21 and 44 years to become Inspectors in the N.S.P.C.C. to work in Northern Ireland. There may also be opportunities for work in England or Wales.

Applications are now invited for the next 12-month full-time training course, commencing January, 1976. The course is based in London. Salary equivalent to National Joint Council Salary scales. Lodging allowance and certain other expenses payable during training.

For further details and application form please write to: Mrs. J. G. Moore, Senior Tutor in Charge of Training, The N.S.P.C.C. (75/ET/1), 1 Riding House Street, London W1P 8AA.

Bedfordshire

EDUCATIONAL PSYCHOLOGIST

Soulbury Scale: Negotiable according to age, qualifications and experience up to a maximum of £5,670.

Required to work in the Luton and South Bedfordshire area. Candidates should be suitably *qualified* and experienced and prepared to undertake a full range of duties both educational and clinical. Further particulars, details of fringe benefits and application form from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford, or telephone Mr K. Fossey, Bedford 63222, extension 246.

Closing Date: *14th November, 1975.*

Chief Educational Psychologist

(Post No. C972J)

Soulbury Scale, Psychologist (22-26)

Salary scale, £5,670-£6,390

An experienced Educational Psychologist with an honours degree is required to lead a well-established Schools Psychological Service and Child Guidance Service, including responsibility for appropriate in-service training of teachers.

Applicants should be Honours Graduates in Psychology, with teaching experience and post-graduate training in Educational Psychology.

The service has an establishment of five Educational Psychologists (including two at senior level) and five Social Workers.

Full details and application forms available from:—

The Director of Education, P.O. Box 20, Council House, Solihull, West Midlands. Closing date November 26, 1975.

METROPOLITAN BOROUGH OF SOLIHULL

HUMBERSIDE

EDUCATION DEPARTMENT

Appointment of

Senior Educational Psychologist

HULL DIVISION

Applications are invited for the post of Senior Educational Psychologist. The person appointed will be responsible for the service in one of the four Divisions of the County's Psychological Service.

Applicants should have an honours degree in psychology, teaching experience, post-graduate training in Educational Psychology, and experience in a School Psychological Service.

Salary payable will be in accordance with the Soulbury Psychologists Senior Range (points 22-26) i.e. £5,670-£6,390.

Essential Car User Allowance is payable.

Assistance with Housing and Removal expenses.

Application forms and further particulars are available from the Director of Education, County Hall, Beverley, and completed application forms should be returned to the same address within 10 days of the appearance of this advertisement.

Humberside County Council

Education

school assistant librarian

£2,922-£3,282

A chartered librarian is required at the West Bridgford Comprehensive School/College of Further Education. The school and college have a joint library service with a Campus Librarian (College Librarian), Assistant Librarian (School Librarian) and the equivalent of 2½ assistants. Although the Assistant Librarian is primarily responsible for the School Library the post holder is a member of the library team, working as deputy to the Campus Librarian.

Assistance will be given with the expenses incurred in moving house in accordance with the Authority's scheme.

Further details available from the Director of Education at County Hall, telephone Nottingham 863366, Ext. 702.

Applications should be sent direct to the Headmaster, West Bridgford Comprehensive School, Loughborough Road, West Bridgford, Nottingham NG2 7FA. Closing date 14th November 1975. Please quote post title and ref. 145.

Nottinghamshire County Council

Examiners

ASSOCIATED LANCASHIRE SCHOOLS

EXAMINING BOARD
(Certificate of Secondary Education)

Applications are invited for the posts of ASSISTANT EXAMINERS in all the subjects offered for examination by the Board but especially in the following subjects:—
ENGLISH (C.S.E. and Joint 16 plus examinations).
TYPEWRITING.
FASHION and STITCHING.
GEOGRAPHY (C.S.E. and Joint 16 plus examinations).

Preference will be given to applicants who live in or near the Board's area of operation.

Application forms and further details may be obtained from the Secretary, Associated Lancashire Schools Examining Board, 77 Whitworth Street, Manchester M1 6HA.

UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

GENERAL CERTIFICATE OF EDUCATION

The Syndicate invites applications from suitably qualified TEACHERS for ASSISTANT EXAMINERSHIPS in:
ORDINARY LEVEL COMMERCE

Applicants should normally be between the ages of 25 and 65 and should have had a minimum of three years' teaching experience in this subject.

Application forms may be obtained from the Secretary, University of Cambridge Local Examinations Syndicate, 17 Harvey Road, Cambridge CB1 2EU.

EAST MIDLAND REGIONAL EXAMINATIONS BOARD

(Certificate of Secondary Education)
Applications are invited for the following post:
CHIEF EXAMINER IN TYPEWRITING.

Further details and application forms may be obtained from the Secretary, East Midland Regional Examinations Board, Robins Wood House, Robins Wood Road, Aspley, Nottingham, to whom completed application forms should be returned not later than 14 November, 1975.

METROPOLITAN REGIONAL EXAMINATIONS BOARD

Applications are invited for the following posts:—
CHIEF EXAMINER in
NATURAL SCIENCE for the 1976 and subsequent series of examinations.
TYPEWRITING with OFFICE PRACTICE and
OFFICE PRACTICE, for the 1977 and subsequent series of examinations (readvertisement).
SOCIAL STUDIES for the 1977 and subsequent series of examinations.
METALCRAFT for the 1977 and subsequent series of examinations.
ADDITIONAL EXAMINER in
PHYSICS (Syllabus B) to be responsible to the Chief Examiner for the conduct of this Nuffield-type examination in 1977 and subsequently.
MUSIC (knowledge of wind instruments required) for the 1976 and subsequent series of examinations.
MODERATOR in
RELIGIOUS STUDIES (General) for the 1976 and subsequent series of examinations (readvertisement).
MUSIC for the 1976 and subsequent series of examinations.

Requests for application forms and further details by postcard to: D. H. Board, M.A., Secretary to the Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF, to whom completed application forms should be returned not later than 10 November, 1975.

METROPOLITAN REGIONAL EXAMINATIONS BOARD

Applications are invited for the following posts:—
CERTIFICATE OF EXTENDED EDUCATION
CHIEF EXAMINER in HISTORY (for the 1976 and subsequent series).
CERTIFICATE OF SECONDARY EDUCATION
CHIEF EXAMINERS (for the 1977 and subsequent series).
CHEMISTRY
MOTOR ENGINEERING
Additional EXAMINERS
CRAFT DESIGN and TECHNOLOGY (for the 1976 and subsequent series).
GEOGRAPHY (for the 1977 and subsequent series).
MODERATORS
TECHNOLOGY and RELATED TECHNICAL SUBJECTS (for the 1976 and subsequent series).
DANCE (for the 1976 and subsequent series).
ASSISTANT EXAMINERS
ENGLISH.
ASSESSORS
ENGLISH COURSE WORK.
VISITING ASSESSORS
EMBROIDERY and DESIGN.
WOODWORK.
METALWORK.
TECHNICAL DRAWING.
MOTOR ENGINEERING.
ENGLISH ORAL.

Requests for application forms and further details by postcard to D. H. Board, M.A., Secretary to the Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF, to whom completed application forms should be returned not later than 17th November, 1975.

METROPOLITAN REGIONAL EXAMINATIONS BOARD

Applications are invited for the following posts
MODERATOR
RELIGIOUS STUDIES (Roman Catholic) for 1976 series.
ADDITIONAL EXAMINER
Plumbing for the 1977 series.

Application forms and further details should be requested by postcard from D. H. Board, M.A., Secretary to the Board, Metropolitan Regional Examinations Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF, to whom completed application forms should be returned not later than 17th November, 1975.

SOUTH WESTERN EXAMINATIONS BOARD

For the Certificate of Secondary Education
VACANCIES FOR CHIEF EXAMINERS
Applications are invited for the following posts
CHIEF EXAMINERS
BUSINESS STUDIES and OFFICE PRACTICE.
DRAMA.

Applicants must be serving in participating schools within or outside the area of the Board, and must be familiar with the level of ability of the candidates for whom the Certificate of Secondary Education Examinations are designed.

Application forms and further details may be obtained from the undersigned by sending a self-addressed foolscap envelope marked "Chief Examiner".

Completed application forms should be received by the Board no later than Tuesday, 18th November, 1975.

H. L. M. Household, Secretary to the Board, South Western Examinations Board, 23-29 Marsh Street, Bristol BS1 4BP.

SOUTH WESTERN EXAMINATIONS BOARD

For the Certificate of Secondary Education
VACANCY FOR ASSISTANT CHIEF EXAMINER
Applications are invited for the following post:—
ASSISTANT CHIEF EXAMINER
MATHEMATICS.

Applicants must be serving in participating schools within or outside the area of the Board, and must be familiar with the level of ability of the candidates for whom the Certificate of Secondary Education Examinations are designed.

Application forms and further details may be obtained from the undersigned by sending a self-addressed foolscap envelope marked "Assistant Chief Examiner".

Completed application forms should be received by the Board no later than Tuesday, November 18, 1975.

H. L. M. Household, Secretary to the Board, South Western Examinations Board, 23-29 Marsh Street, Bristol BS1 4BP.

SOUTH WESTERN EXAMINATIONS BOARD

For the Certificate of Secondary Education
VACANCIES FOR CHIEF MODERATORS
Applications are invited for the following posts:
CHIEF MODERATORS
HOME ECONOMICS
MATHEMATICS

Applicants must be serving in participating schools or in schools or colleges of education within or outside the area of the Board, and must be familiar with the level of ability of the candidates for whom the Certificate of Secondary Education Examinations are designed.

Application forms and further details may be obtained from the undersigned by sending a self-addressed foolscap envelope marked "Chief Moderator".

Completed application forms should be received by the Board no later than Tuesday, November 18, 1975.

H. L. M. Household, Secretary to the Board, South Western Examinations Board, 23-29 Marsh Street, Bristol BS1 4BP.

THE ASSOCIATED EXAMINING BOARD

FOR THE GENERAL CERTIFICATE OF EDUCATION
Wellington House, Aldershot, Hampshire, GU11 1HQ

Applications are invited for the post of CHIEF EXAMINER in HISTORY of ART at Advanced Level for the following Options

Option 1 Greek, Roman, Early Christian and Byzantine Art.
Option 2 Medieval Art 1: Romanesque and Early Gothic Art.
Option 3 Medieval Art 2: Gothic Art
Option 4 Late Medieval Art in Italy and the North.
Option 5 Early Renaissance Art in Italy.
Option 6 The High and Late Renaissance in Italy and Spain.

The appointment will commence with the 1977 examinations.

Candidates must be graduate Art Historians with considerable examining experience at this level, along with teaching experience at Advanced Level or above.

Further particulars and application forms are obtainable directly from the Secretary (Att) at the above address, to whom completed applications should be returned within 21 days of the appearance of this advertisement.

THE ASSOCIATED EXAMINING BOARD

for the General Certificate of Education
WELLINGTON HOUSE
Aldershot, Hampshire GU11 1HQ

The Board invites applications for appointment as CHIEF EXAMINER in DRAMA at Ordinary level.

Applicants should have substantial teaching experience in this subject, and some examining experience not necessarily in Drama would be useful. The work will be mainly concerned with the setting and marking of the written examination paper, but the person appointed would also be eligible for some practical examining in Drama. There will be a pilot examination in June, 1977, in the north of England, but it is hoped to make the syllabus permanent and extend it to other regions in subsequent years.

Application forms and further particulars may be obtained from the Secretary (HOE) at the Board's offices.

WELSH JOINT EDUCATION COMMITTEE

CYD-BWYLLGOR ADDYSG CYMRU
APPOINTMENT OF EXAMINERS

Applications are invited from practising teachers for examinerships in the following subjects:—
PAINTING AND DECORATING COURSE—CRAFT CERTIFICATE
Paper I.
Paper II.
ORDINARY NATIONAL CERTIFICATE IN ENGINEERING—02
Mining Electrical Technology.
CERTIFICATE IN OFFICE STUDIES—C082
Social Studies.
Storekeeping.
ORDINARY NATIONAL CERTIFICATE IN SCIENCES FOR MEDICAL LABORATORY TECHNICIANS—02
Basic Biology.
GENERAL COURSE IN SCIENCE—03
Biology.
HAIRDRESSING—CRAFT CERTIFICATE
Ladies' Hairdressing and Boardwork.
Men's Hairdressing and Boardwork.
Science.
ORDINARY NATIONAL CERTIFICATE IN PUBLIC ADMINISTRATION—02
Mathematics and Statistics

Application forms (to be returned by 21 November, 1975) may be obtained from O. Andrew Davies, Secretary, 245 Western Avenue, Cardiff CF5 2YX. A stamped addressed envelope must be enclosed and the outer envelope should be endorsed Technical Examinations.

Science Museum Library

ASSISTANT KEEPER

(PRINTS & DRAWINGS)

. . to establish a new section dealing with prints, drawings, paintings and photographs and play an active role in its future development. Duties include liaising with curatorial staff on the acquisition of new material; organising a documentation system, the preparation of catalogues, and special exhibitions; answering queries on the collection, or on material brought in for examination.

Candidates must have either a good knowledge of graphic art and processes from 17th century onwards, a thorough experience of the use of graphic material [illegible] interest in the history of science and technology or experience in study and research in the history of science and technology and a real interest in graphic material and its use. They should normally have a degree (preferably with 1st or 2nd class honours) or an equivalent or higher qualification.

Salary (Inner London) as AKI £4,810-£7,520 or AKII £2,805-£4,310. Level of appointment and starting salary according to age, qualifications and experience. Non-contributory pension scheme.

For further details and an application form (to be returned by 24 November, 1975), write to Civil Service Commission, Alencon Link, Basingstoke, Hants. RG21 1JB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours) or London 01-839 1992 (24 hour answering service). Please quote ref: G(44)382.

Librarians

BIRMINGHAM

WESTHILL COLLEGE OF EDUCATION

Applications are invited from CHARTERED LIBRARIANS for the appointment of RESOURCES LIBRARIAN, responsible for the organization and development of the Resources and Information services in the College.

Previous experience in a Resource Centre and also an interest in Religious Education would be an advantage, but not a necessity.

Salary: AP III (£2,928 to £3,282).

Applications giving details of qualifications and experience with name and addresses of two referees to: The Principal, Westhill College of Education, Weoley Park Road, Selly Oak, Birmingham B29 6LL.

Ancillary Services

BRIGHTON

BRIGHTON AND HOVE HIGH SCHOOL
G.P.D.S.T.
Montpelier Road, Brighton BN1 3AT

Require in January MATRON to assist with charge of a small boarding house (approximately 60 girls) attached to this mainly day school. Duties would include oversight of kitchen and domestic staff.

Apply in writing to the Headmistress giving full details of experience, qualifications and enclosing copies of two recent testimonials and names of referees.

KENT

COUNTY COUNCIL
RESIDENT DOMESTIC BURSAR
(£2,928 to £3,282)

at Nonington College of Physical Education

Located midway between Canterbury (10 miles) and Dover, in beautiful surroundings, the College accommodates a mixed group of 450 students, half of them resident. The Domestic Bursar, who has two assistants, is concerned with the household management of the College, including responsibility for the recruitment, organization and supervision of domestic staff; arrangements for social functions and conferences; and aspects of staff and student welfare. A modern fully furnished flatlet is available for approximately £6 weekly including full board.

Applicants, who must have previous experience in similar work, and preferably, or alternatively, be suitably qualified, should write to the Registrar, Nonington College of Physical Education, Nonington, Dover, Kent CT15 4HH, giving normal details including age, experience and qualifications and naming two referees (including present or last employer) by 17 November. The Registrar can provide further details on request.

Miscellaneous

DIPLOMATIC SERVICE LANGUAGE CENTRE

FRENCH INSTRUCTOR

Applications are invited for the post of French Instructor in the Diplomatic Service Language Centre in London. The post will be vacant from the beginning of January 1976.

Candidates should have a complete command of spoken French and previous experience of teaching adults. They should preferably be qualified at University degree level or possess equivalent experience. Experience of audio-visual methods and some knowledge of French current affairs are desirable.

Salary will be on the Burnham Scale for Teachers in Further Education Grade I, according to qualifications and experience. (It will be subject to a deduction of 5 per cent for superannuation for instructors not already in a pension scheme.) In addition a London Weighting Allowance of £301, and a Longer Working Year Allowance of £580 are payable.

The appointment will be for 3 years in the first instance, thereafter renewable annually.

Please write or phone in the first instance to the Administration Officer, Diplomatic Service Language Centre, Palace Chambers, Bridge Street, SW1A 2JS (Tel. 01-233 5866 or 01-233 5777).

Applications should be in by 14 November.

RECREATION SUPERVISOR

LEISTON SPORTS CENTRE

£2,529-£2,853 per annum

required by the County Education Department at this joint provision scheme situated at Leiston High School, consisting of Sports Hall, Activities Room, two Squash Courts and full social provision.

Removal and settling in payments available if eligible. Practical experience in physical education/recreation either in schools or H.M. Forces desirable. Some experience in administration would be an advantage. This post offers an excellent start to a career in Recreational Management.

Further particulars and application forms (returnable by 10 November 1975) from the County Education Officer, County Hall, Ipswich (ref. FOM).

Suffolk County Council

CITY OF WAKEFIELD

METROPOLITAN DISTRICT COUNCIL
YORKSHIRE CONSORTIUM FOR EDUCATION JOINT SERVICES
SCHOOL MUSEUM AND RESOURCE SERVICE

WARDEN of CLARKE HALL EDUCATIONAL MUSEUM, Wakefield, West Yorkshire.

Salary scale: Soulbury Main Range Points 16 to 20 (£4,695 to £5,331).

Due to unexpected domestic circumstances necessitating an early departure abroad, the present Warden has had to resign.

This fine 17th century house, recently restored, provides children with the opportunity to experience the domestic life-style of the period by using original and replica equipment and furnishings.

Candidates must have good teaching experience. An important aspect of the work is the in-service training of teachers in the use of the house. The Warden works closely with colleagues on the advisory staff of Local Education Authorities in the region sharing the use of the house.

Requests for application forms (accompanied by a stamped addressed envelope) should be addressed to the Secretary, Town Hall, Wakefield, to whom they should be returned by 21st November, 1975.

CONGLETON

BOROUGH COUNCIL
TECHNICAL SERVICES DEPARTMENT
ASSISTANT LEISURE CENTRE MANAGERS

Applicants should be suitably qualified and/or experienced for these posts of Assistant Managers at the Alsager and Sandbach Joint-user Leisure Centres and the Congleton Leisure Centre. It is anticipated that the Centres will be open to the public in January or February 1976.

The Council are prepared to give favourable consideration to assisting the successful applicants with housing accommodation and removal expenses.

Salary: AP. 3/4 (£2,922 to £3,702).

Application forms and further particulars from the Personnel Officer, Westfields, Middlewich Road, Sandbach, Cheshire (Tel. Sandbach 3231, ext. 224). Please state for which Centre the form is required.

Closing date: 14th November 1975.

LONDON, S.W.7

COMMONWEALTH AGRICULTURAL BUREAUX
Vacancy for
SCIENTIFIC INFORMATION OFFICER
at the
COMMONWEALTH INSTITUTE OF ENTOMOLOGY
56 Queen's Gate, London SW7 5JR

Duties: Preparing abstracts in English for the journal Review of Applied Entomology which covers the world scientific literature on insect pests.

Qualifications: Graduate required with ability to read Russian and some knowledge of biology or agriculture; knowledge of other Slavonic languages would also be useful. The ability to write clear, concise English is essential.

Salary: In the scale £2,149 to £3,814, plus a commensurate allowance (taxable but not superannuable) of 4½ per cent to offset personal contribution to F.S.S.U., plus Inner London weighting of £410 per annum. Starting salary according to qualifications, experience and age.

Application forms and full particulars from the Secretary, Commonwealth Agricultural Bureaux, Farnham House, Farnham Royal, Slough SL2 3BN.

Closing date for receipt of applications: 21 November, 1975.

EAST SUSSEX

EDUCATION COMMITTEE
COUNTY SAILING SCHOOL
ASSISTANT TO THE SAILING MASTER

Required as soon as possible: a person to assist with sailing instruction and maintenance of school craft.

Applicants should hold the Royal Yachting Association's Instructor's certificate or be possessed of advanced standard.

Salary within the range of £3,[illegible] to £3,[illegible].

Further particulars and application forms may be obtained from the Chief Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes (ref. TSY/MJH/01), to whom completed forms should be returned within 14 days of this advertisement.

BOSUN

Required as soon as possible, a Bosun to share maintenance of school's boats. Opportunities for training in sailing instruction.

Salary up to £2,193.

Further particulars and application forms may be obtained from the Chief Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes (ref. TSY/MJH/02), to whom completed forms should be returned within 14 days of this advertisement.

MIDDLESEX

BRUNEL UNIVERSITY
ARTS GROUP, ART AND DESIGN SECTION

STUDIO TECHNICIAN. Applications are invited from suitably qualified persons, minimum age 19, with previous experience of the following techniques:

Painting and drawing. Textile printing and dyeing (including batik). Print making (silk-screen and etching). Photography, and 3-D Modelling (clay and plaster).

The duties will involve: General studio cleanliness, maintenance of stocks and equipment, preparation of materials for classes and demonstration of simple equipment and technique to students.

Salary scale: £2,172 to £2,409 plus £360 London Weighting.

Four weeks annual leave plus additional days at Christmas and Easter. There are good luncheon, sports and social facilities at hand.

Write for application form to Assistant Secretary (Establishment), Brunel University, Uxbridge, Middlesex, or telephone Uxbridge 37188 extension 40. Closing date: 10th November.

SUNDERLAND

(Borough of)
EDUCATION DEPARTMENT

Applications are invited for the following posts
9 SWIMMING INSTRUCTORS

Duties to commence in January 1976. These posts are to meet requirements of school swimming during school hours and to deal with Swimming Galas, [illegible] Coaching and with Non-Swimmers Courses held in school holiday periods. Swimming experience essential and [illegible] should hold A.S.A. [illegible] Certificate or the Advanced Teachers Certificate.

Salary for these posts will be in accordance with the [illegible] Miscellaneous Grade IV [illegible] £2,364 or Miscellaneous [illegible] (£2,364 to £2,620) according to qualifications and experience. The posts will be subject to the Local Government Superannuation Acts.

Letters of application, giving details of qualifications, posts held and other relevant information, together with the names and addresses of two referees, should be sent to the Director of Education, at the address shown below.

L. A. Bloom, Chief Education Officer, Town Hall and Civic Centre, Sunderland SR2 7DN.

WANTED BY SCRIPTURE UNION

A TRAINED TEACHER . . .

with at least five years teaching experience; with experience of teaching nursery age children, with a desire to help parents and adults working with under fives; with an understanding of contemporary church life; with an ability to write and edit and with a vision of what could be accomplished in the churches for the [illegible] child.

The person appointed will be responsible for the [illegible] and preparation of Scripture Union Sunday School materials and ancillary aids for use with children under five. It is hoped to fill the appointment from Easter 1976, [illegible] candidates not available till later would also be considered.

For further details [illegible] write to John Tiswell, Secretary for Sunday Schools, Scripture Union, 47 Marylebone Lane, London W1M 6AX.

SENIOR ATLAS EDITOR

Macmillan Education wish to appoint a senior editor for their growing list of atlases and wall-maps. This is an opportunity for an experienced cartographer to make a major contribution to the development of Macmillan's cartography [illegible] of the company's atlas [illegible] most of which is for [illegible] schools.

Candidates should have a thorough knowledge of all stages of atlas and map production, and should understand how atlases and maps are used in the classroom. The ideal person will have a publishing background, but a cartographer presently lecturing in a polytechnic or university may also have the right experience.

Please apply, in confidence, with details of age, experience and qualifications to [illegible] Tregoning, Director, [illegible] Publishing, Macmillan Education, Houndmills, Basingstoke, Hants.

DURHAM

COUNTY COUNCIL
PERIPATETIC TEACHER OF THE VISUALLY IMPAIRED

Applications are invited from suitably qualified experienced teachers of the blind for the above post.

Salary will be in accordance with Scale 3 of the Burnham [illegible] relating to qualified [illegible] teachers and Casual Car User allowance and subsistence will be payable.

Application forms, returnable by 14th November, 1975, and further information from the Director of Education, County Hall, Durham DH1 5UJ, on receipt of a stamped addressed envelope.

BERKSHIRE

EDUCATION COMMITTEE
WINDSOR/MAIDENHEAD DISTRICT

Required in January or April 1976 experienced TEACHER for Permanent Emergency Staff.

Group 1 Head Teachers' Scale. London weighting £141 per annum. Assistance with removal expenses in approved cases.

Forms and further details from District Education Officer, [illegible] British School, Victoria St., Windsor, Berks SL4 1EP (enc. stamped addressed envelope). Closing date 17 November, 1975.

ROTHERHAM

(Metropolitan Borough of)
DEPARTMENT OF PERSONNEL RESOURCES
PRINCIPAL TRAINING OFFICER (Education).
See display advertisement under Administration.

STEINER EDUCATION. Teachers with a sense for social [illegible] and an interest in [illegible] Steiner education, for [illegible] children, apply with brief [illegible] to the Bristol [illegible] School, Cotham Road, [illegible] BS6 6DR. Inservice training [illegible] eurhythmy, painting, [illegible] techniques etc. available.

English as a Foreign Language

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
HILDERSTONE ENGLISH LANGUAGE CENTRE
Broadstairs

TEACHER of ENGLISH as a Foreign Language required for January to September, 1976, with possibility of subsequent contract renewal [illegible] hours class contact plus [illegible] with social activities, £70 per week. Experience and qualifications [illegible].

TEACHERS also required for short courses: 1st March to 10 April; [illegible] March; 20th July to September; and during similar terms.

TEACHER TRAINERS required for course in August.

Full details about these posts and application forms from: The Principal, Hilderstone English Language Centre, St. Peter's Road, Broadstairs, Kent.

KENT

E.F.L. TEACHER required [illegible] T.E.F.L. qualification [illegible] or minimum one year experience. Churchill House School of English Language, 42 Spencer [illegible], Ramsgate. Tel. Thanet [illegible].

ENGLISH AS A FOREIGN LANGUAGE

continued

ITALY

Qualified TEACHER of ENGLISH is required urgently due to [illegible] expansion. [illegible] full curriculum vitae express mail to: The Principal, The [illegible] Centre, Via Catalina 17, [illegible] Cremona, Italy.

SUSSEX

(1) TEACHER of ENGLISH as a Foreign Language required from January 1976. Qualification in Science or Social Science an advantage.

(2) Specialist EFL TEACHER required for January 1976, for Folk High School (Swedish Department [illegible] Further Education Institute). To be responsible for literature and drama. Knowledge of Swedish not essential.

For further details and application forms please apply to: The English Language Centre, 33 Palmeira Mansions, Hove, Sussex BN3 2GB.

Appointments Wanted

ACTIVE pensioner requires full board and accommodation only, in return for services rendered. Ex-cook, do carpentry, preferably in a boarding school. Offers [illegible]. Write Box No. TES 1947, The Times WC1X 8EZ.

AMERICAN editor, translator, Spanish mother tongue, degree in English lit., author one book, [illegible] English, working on second, seeks post as Spanish/English [illegible], researcher, stylistic factotum.—Box TES 1977, The Times WC1X 8EZ.

EXPERIENCED teacher of E.F.L. [illegible], seeks permanent post. Good references.—Box TES 1975, The Times WC1X 8EZ.

LADY English teacher seeks employment in California, USA. Anything legal considered. Box TES 1980, The Times WC1X 8EZ.

PHYSICS Ph.D., Hons. graduate, wishes to begin Physics/Science teaching career at Northern rural school. Strong interest in Outdoor Pursuits.—Write Box TES 1978, The Times, WC1X 8EZ.

SPANIARD, high academic qualifications (University of Madrid), experience in grammar school and university, seeks teaching or translation.—Write I. O. de L., The Gate House, Station Lane, [illegible], Essex.

TEACHER of Music, qualified and experienced, seeks school appointment. Good references. Available now.—Write Box TES 1974, The Times, WC1X 8EZ.

YOUNG experienced primary teacher seeks T.E.F.L. post or a [illegible] in careers service. Write Box No. TES 1972, The Times WC1X 8EZ.

Educational Courses

LABAN ART OF MOVEMENT CENTRE

(Recognised by the Department of Education and Science)
Woburn Hill, Addlestone, Surrey KT15 2QD

ONE-YEAR COURSES

(a) DIPLOMA IN EDUCATION with special reference to MOVEMENT and DANCE. One year full-time or two years part-time. This course is now offered on a [illegible] basis and will appeal to teachers who are within travelling distance of Goldsmiths' College where it is located. (Course Code MOE/DIP)

(b) SUPPLEMENTARY COURSE for trained serving teachers who wish to specialise in Movement and Dance Education. (Course Code [illegible]/02/GEN)

There are separate groups for [illegible] and others wishing to [illegible]

(i) Remedial and therapeutic application of movement and dance [illegible] course (October to July) [illegible] one term. (Course Code MOE/03/REM)

(ii) Movement and dance for [illegible] (Course Code MOE/02/[illegible])

(c) SPECIAL COURSE of advanced study in Movement and Dance for teachers, lecturers, [illegible] and others. (Course Code MOE/01)

TWO-YEAR SPECIALIST COURSE for INTENDING TEACHERS, followed by a one or two-year course at the University of London Goldsmiths' College leading to a certificate in Education under the [illegible] of the University of London. (Course Code MOE/04)

Candidates with two "A" levels [illegible] immediately for B.Ed. (Ordinary, three years), (Honours, four years).

All courses open to men and women.

Write for above leaflets giving [illegible] about grants or secondment [illegible] salary.

LANGUAGE COURSES ABROAD

Arabic—University of Constantine.
French—University of Poitiers.
German—Vienna European Forum.
Italian—University of Perugia.
Russian—Moscow and Leningrad.
Spanish—Estudio General Lulliano, Palma and University of Barcelona.

Details from John Galleymore, M.A., L.-ès-L., 24, High St., Portsmouth.

MANCHESTER

MANCHESTER COLLEGE OF EDUCATION
POSTGRADUATE CERTIFICATE IN EDUCATION OF THE SCHOOL OF EDUCATION OF THE UNIVERSITY OF MANCHESTER

Applications are invited from men and women who are suitably qualified or who expect to graduate, whatever their subjects, this coming summer, and who wish to teach children up to the age of nine years, i.e., in Infants, Junior or "First" school.

Applications are also welcomed from graduates of more mature years.

Further particulars from the Senior Administrative Officer (Admissions), Manchester College of Education, Manchester M3 1SD.

ROEHAMPTON

INSTITUTE OF HIGHER EDUCATION
FROEBEL INSTITUTE COLLEGE
DIPLOMA IN EDUCATION
DIPLOMA IN THE TEACHING OF MUSIC

Applications are invited from serving teachers for admission to these one-year full-time courses which have special reference to the education of children up to thirteen years of age, and leads to the award of the relevant diploma by the London University Institute of Education.

The Diploma in Education is designed as preparation for posts of further responsibility. The course has previously emphasised the primary and middle school range but is now extended to meet the special needs of those considering advisory work in pre-school education.

The Diploma in the Teaching of Music is designed to enable teachers of First and Middle school children to gain understanding of present-day aims and methods in music education, and to develop their own musical skills.

Teachers serving under a Local Education Authority and who have at least five years' experience are eligible to apply for secondment for the period of the course.

Full particulars and application forms may be obtained from: The Registrar, Froebel Institute College, Roehampton Lane, London SW15 5PJ.

WORCESTER

ONE-YEAR COURSE IN ENGLISH

Applications are invited from qualified TEACHERS for admission to the above course to be held during the academic year 1976/77.

The course is well established and is designed for those who wish to prepare themselves for appointments as specialist teachers of English at secondary level. Successful completion of the course leads to the Supplementary Certificate in English of the University of Birmingham School of Education.

Further information about the course and forms of application may be obtained from The Registrar, Worcester College of Education, Henwick Grove, Worcester WR2 6AJ.

WORCESTER

ONE-YEAR COURSE IN MATHEMATICS

Applications are invited from qualified TEACHERS for admission to the above course to be held during the Academic Year 1976-77.

The course is designed for those who have an interest in Mathematics and who wish to equip themselves to teach the subject at secondary level. The course will cater for students with widely different backgrounds in Mathematics, including those who have not studied the subject since leaving school.

Successful completion of the course leads to the Supplementary Certificate in Mathematics of the University of Birmingham School of Education.

Further information about the course and forms of application may be obtained from the Registrar, Worcester College of Education, Henwick Grove, Worcester WR2 6AJ.

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£3,505 to £4,805 p.a.

A professional is being sought for the post of PRINCIPAL ASSISTANT who

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- possesses good communication and administrative ability.

Candidates should preferably have field experience in industrial training and/or appropriate technical college work, and experience of lecturing and instructing would be an advantage, as would also the possession of an appropriate degree and/or professional qualification.

Please write for application form to The Secretary, Southern Electricity Board, Littlewick Green, Maidenhead SL6 3QB, quoting HO.381, to be returned to him by not later than NOVEMBER 21, 1975.

Awards and Scholarships

BRIGHTON

ST. MARY'S HALL
BN2 5JF

An Independent Public School for Girls.

OPEN SCHOLARSHIPS up to value of 50 per cent boarding and 50 per cent day fees will be awarded to girls aged 11 plus, 12 plus or 13 plus on 1st September, 1976, on the results of an examination to be held in February, 1976.

Applications supported by heads' recommendations should reach the School Secretary by 1st December, 1975. Prospectus available on request.

DORSET

BRYANSTON SCHOOL
Blandford
ENTRY SCHOLARSHIPS

Up to FIFTEEN ACADEMIC SCHOLARSHIPS (11 Open, 4 restricted categories), ONE ART and FOUR MUSIC scholarships, ranging in value from one-third to two-thirds of current school fees, will be awarded to boys and girls under the age of 14 on June 1, 1976.

SIXTH FORM SCHOLARSHIPS

THREE ACADEMIC SCHOLARSHIPS available, value one-third to two-thirds of current fees, for boys and girls seeking admission to the sixth form in September, 1976. Examination will be in March. Two music scholarships available for boys and girls of exceptional merit entering the sixth form in September. Value one-third to two-thirds of fees. Examinations during February.

Further information may be obtained from the Headmaster's Secretary.

HERTFORDSHIRE

QUEENSWOOD SCHOOL
Brookmans Park, Hatfield

FIVE SCHOLARSHIPS, to the total value of £3,450 per annum, will be awarded to girls entering the Lower School, Middle School or Form VI, on the results of examinations to be held at the school on Wednesday, Thursday and Friday, January 21st, 22nd and 23rd, 1976. A Music Scholarship may be awarded to a suitable candidate.

Full details may be obtained from the Headmistress.

LONDON

THE UNIVERSITY
THE LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

The L.S.E. will offer ONE ENTRANCE SCHOLARSHIP of £550 a year, tenable for three years, and a small number of Scholarships valued at up to £100, in 1976. The Scholarships will be for students intending to read for the B.Sc. (Econ.) degree and to specialise in Accounting, Economics (two branches), Statistics or Computing; or for the B.Sc. Mathematics / Statistics / Computing.

Applicants must have Advanced Level Mathematics or equivalent before admission to the School.

Details and application forms: The Registrar, L.S.E., Houghton Street, Aldwych, London WC2A 2AE. Closing date November 30, 1975.

OXFORD

NEW COLLEGE

VOICE TRIAL on Saturday, 17th January, 1976 for boys between 7¼ and 9¼. Free board and reduced tuition fees for choristers at New College School. Normal school holidays.

Particulars from the Headmaster, New College School, Oxford.

SHROPSHIRE

MORETON HALL
Weston Rhyn, Oswestry
Salop, SY11 3EW
ENTRANCE AND SCHOLARSHIPS

To candidates of sufficient merit two scholarships will be offered to the value of three-quarters and one-half of the fees.

Candidates should normally be not more than 14 years of age on 1st September, 1976 and should be ready to enter a form no lower than the Upper Fourth (i.e. the third year of a five-year "O" level course) in September, 1976. The examination will be taken by arrangement at the candidate's own school on 2nd February, 1976 and short-listed candidates will be interviewed at Moreton Hall soon afterwards.

Application by letter to the Principal should be made before 1st December, 1975.

SURREY

FRENSHAM HEIGHTS SCHOOL
Rowledge, near Farnham
Coeducational Boarding and Day School of liberal traditions
Headmaster, A. L. Pellinson, M.A. (Oxon)

A prospective PARENTS' DAY will be held on Thursday, November 20th, at 2.15 p.m.

The first ENTRANCE EXAMINATION of the year, designed to assess personality, academic standard and creative ability of 11 to 13-year-olds requiring entry in September, 1976, will be held at the school on Saturday, November 29th, from 10.30 a.m. to 4.00 p.m.

Inquiries for both occasions to Headmaster's Secretary, Frensham 2134.

Contracts and Tenders

CORNWALL

COUNTY COUNCIL
BOOKS—PRIMARY SCHOOLS

TENDERS are invited for the SUPPLY and DELIVERY of BOOKS to PRIMARY SCHOOLS of the Cornwall Education Committee from 1st April, 1976.

Specifications and General Conditions may be obtained from the County Secretary for Education, County Hall, Truro.

Closing date for the receipt of tenders is 1st December, 1975.

The Council do not bind themselves to accept the lowest or any tender.

CORNWALL

COUNTY COUNCIL
NEEDLEWORK MATERIALS TO SCHOOLS

TENDERS are invited for the SUPPLY and DELIVERY of NEEDLEWORK MATERIALS to SCHOOLS of the Cornwall Education Committee from 1st April, 1976.

Specifications and General Conditions may be obtained from the County Secretary for Education, County Hall, Truro.

Closing date for the receipt of tenders is 1st December, 1975.

The Council do not bind themselves to accept the lowest or any tender.

Personal

Announcements

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TUTORS required to give private tuition in all areas in, and within, 40 miles of London.

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B.Sc. (Econ.), A.C.I.S., F.B.S.,
I. D. Richards

GUILDHALL SCHOOL OF MUSIC AND DRAMA

Victoria Embankment, London EC4Y 0AR

MUSICAL EVENTS
(No tickets required)

Oct. 31, 1.10. Joint Recital: Alison Pearce, soprano, and Elizabeth McQueen, mezzo-soprano.
Nov. 7, 1.10. Recital: Clara Rinmor, mezzo-soprano, Valerie Langfield, piano.
Nov. 8, 3.30. Concert by Students of the Junior Music Department.
Nov. 13, 7.00. Orchestral Concert, conducted by Yona Ettlinger, in The City University Great Hall, St. John Street, E.C.1.
Nov. 14, 1.10. Recital: Ian Kennedy, tenor, Winner of the Gold Medal Competition, 1975.
Nov. 18, 1.15. Guildhall Brass Ensemble, conducted by Huxton Orr, in The City University New Hall, St. John Street, E.C.1.

THIRD YEAR PROFESSIONAL ACTING COURSE

THE CASE OF FEDYA PROTASOV
by Leo Tolstoy
adapted by Evelyn Franco and Dorothea Alexander
produced by
Dorothea Alexander
in the School Theatre
at 7 p.m. on 19-21 November
(Matinee on 21 November at 2.30 p.m.)

For complimentary tickets send a stamped addressed envelope to Box Office.

HAMPSHIRE

KING ALFRED'S COLLEGE
Winchester

Winton Weekend Reunion, November 29/30 (1975).
Inquiries to Miss Megi Cobb, care of S.U.

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Realities of the classroom. Theoretical Developments. Implications for the future. Weekend conference at Abergavenny, South Wales, November 14-16. Organized by West Glamorgan Humanist Group.

Details from Ron Morthboys, 3 Hill View, Gilwern, Abergavenny, Gwent.

ALL ADVICE ON MORTGAGE and house purchase free from a lecturer. A telephone call could save you thousands. 100 per cent loans to qualified teachers. Telephone 01-863 1904.

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CHILDREN'S stories wanted for publication 1,000-3,000 words typewritten. Send stamped addressed envelope for return of manuscript. Hambleside Publishers Limited, 13 Southgate Street, Winchester. Tel. 61303.

EXPERIENCED tutors Economics, Sociology, Law, etc.; part-time: £3 per hour.—Tel.: 586 4146.

GRAMOPHONE Records professionally produced from your tapes, or via our Nationwide mobile recording service. Stamped addressed envelope details. Cathedral Sound, Fourways, Morris Lane, Halsall, Ormskirk, Lancs. L39 8SX. Telephone Halsall (0704) 840328.

MAXIMUM mortgages available for teachers. Schemes also available for first time purchasers and young teachers planning ahead.—Either phone 01-346 4633 (24hr. answering) for friendly consultation or send full details (no stamp required) to Martin Hasseck Ltd., Incorporated Mortgage Brokers, Freepost, London, NW4 1YB.

REMEDIAL Teacher can accept children with Reading Difficulties, Emotional or Behaviour Problems. Central London. 01-286 2905.

WRITE and sell Children's Stories. Mail Tuition. Sales assistance. Free booklet.—Children's Features (TES), 67 Bridge Street, Manchester M3 3BQ.

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ROYAL Academy of Arts. Landscape Masterpieces from Soviet Museums. Until 30 November. Weekdays 10-6. Suns. 2-6. Adm. 60p. (Mondays 30p.). And the Private Rooms and Collected Treasures. Until 31 Oct. Wkdys. 10-6 (closed Tuesdays). Suns. 2-6. Adm. 50p. Combined ticket 80p. (Mondays 40p.). Students and pensioners half price.

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KINDERGARTEN TABLES and CHAIRS required. Polam School, Lansdowne Rd., Bedford.

UP TO 33 PER CENT DISCOUNT on CARPETS. All leading makes of Axminsters, Wiltons, Orientals, &c., showrooms with stocks and fitting service in most towns. Apply to us for introduction to nearest showroom or send details for quotations. Free delivery.—Cordover Carpets (TES), 2-4 Cross Green, Formby, near Liverpool. Telephone Formby 74679.

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Holidays and Accommodation

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If you live in the Home or Southern Counties the Friendship Home Exchange offers you a stay in the home of a colleague abroad in exchange for your own to the family of a colleague abroad. Home rentals are also available.

For details please write to Friendship Tours Ltd., Ashtead, Surrey.
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For details of tailormade inclusive Friendship Tours for Schools to the Continent based on your own wishes, please write to:— Friendship Tours, Ashtead, Surrey.
Telephone Ashtead 76471.

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3,000 TEACHERS in Holland, Britain, Germany, Switz., Ireland, etc., exchange or let their homes in holidays.—L. H. Hintongen, Eng. Master, 35 Bleiweg, Castricum, Holland.

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Offers full accommodation and exciting 7/14 day French learning situations all year round for Middle School age range. Also available for self catering groups of up to 17 people and of any age from only £50.00 per week. For brochure and details write to David Legun, L'Ecole Gottereau, Nanteuil de Bourzac, Verteillac 24320, France.

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Inexpensive holidays for school and youth parties. You have your own comfortable chalet, for between 15 and 70 persons, fully equipped for self catering. Inclusive of rail travel from London or your home town. Full local representation.

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CRUISE the valley of the R. Trent in our traditional crewed narrow boats. Parties of 12 or 24, self catering, in fully equipped boats.—Send for brochure to: Ashby Canal Carriers, 71 Bradwell Rd., Peterborough. Tel. 263711.

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PROFESSIONAL woman urgently seeks accommodation in London. Tel. 01-937 5750.

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BOROUGH OF HARINGEY

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A teacher with a special qualification in teaching English as a second (or foreign) language, preferably with experience of teaching in British schools, is required for JANUARY, 1976.
SCALE 2 post available for suitable applicant.

The post involves teaching English as a second language in a secondary school but joining other members of the Resource Centre team one afternoon a week for a discussion/workshop.

Removal expenses—100% allowed.

London Allowance (£351) payable.

Forms of application (s.a.e.) available from the undersigned, to whom the forms should be returned as soon as possible.
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TELEVISION

WARY REALISM, ACUTE PERCEPTION

Frances Hill interviews playwright Arthur Hopcraft

With 13 plays behind him, and a seven-part series starting next Tuesday on Granada television, Arthur Hopcraft has established a reputation as one of the small screen's most gifted playwrights. He gives the impression that he still feels surprise and delight that, in his late thirties, after 20 years as a journalist, he was able to turn his hand to a new, immensely satisfying craft, and make a solid success out of it.

"I had never thought of writing fiction. . . . I seemed to be pretty busily engaged in what I was doing. . . ."

But in 1969 the head of Granada's department of drama, who "wanted to get his camera out of doors", suggested that it would be "a good idea" for Hopcraft to make an attempt at a play on fell-walking, which was one of his hobbies. The result was the *Mosedale Horseshoe*, which received excellent reviews and prompted Granada "to ask for some more". It was "refreshing", says Hopcraft, of his first play, "It came directly out of personal experience and close observation. . . . It was a subject which had never been treated. . . ."

Hopcraft's hallmarks are a wary realism and an acute, unbiased perception; he has a canny eye for the hidden motive and a quick ear for a skilful rationalization. His subject-matter ranges from mountaineering to journalism to the domestic conflicts of an aging Labour MP, the focus of the new series, but unfailingly springs from the stuff of everyday life—work, sport and family relationships. He draws recognizable characters, who are often "far from glamorous, far from exciting".

"As a playwright I am more interested in situations than themes. . . . I am interested in the particularity of people's lives." The approach is undoubtedly "heavily influenced" by the years as a journalist—perhaps too by a war-time childhood in a mining village in the Midlands, of football and rough improvised games and striking contrasts. His parents' bookish thoughtfulness seemed worlds apart from the barely literate, combustible spontaneity of the families of friends, and their thrifty respectability as far removed from the real poverty close by. In his autobiography, Hopcraft describes the first moment he noticed "difference" of a major kind, a moment which had "considerable impact at the time". He gave a friend a book as a birthday present: the friend stared at it incredulously and then said something like, "A book! A book! Boy, a book!", sat down and began reading, and "barely lifted his nose *all* the time the rest of us were there". Hopcraft looked round, saw no books on the premises, and realized for the first time that home and books were not, as he had previously imagined, "natural inseparables".

Despite the relative intellectuality of his family, there was never any question of Hopcraft's going to university, which was regarded in that time and place as for the "very rich" or "very brilliant". At 16 a grammar school master helped him find a post as a junior reporter on a weekly paper in Stafford, and for the next 20 years Hopcraft worked successively on papers in Barnsley, South Shields and Manchester. From 1959 to 1964 he was with *The Guardian*, leaving to become a free-lance because the paper was moving its main office to London and Hopcraft preferred to stay in the north.

"I couldn't see any point going to another paper. . . . I felt I'd done that. . . . In many ways it was a good thing. . . ." If he had not gone free-lance, he believes, he would never have written the three books which preceded his plays. All three evolved, in different ways, out of his free-lance journalism.

Born to Hunger, a study of poverty in the third world, published in 1968, was commissioned by the United Kingdom Committee for the Freedom from Hunger Campaign after Hopcraft had travelled through Africa, India and South America for *The Guardian*. *The Football Man* followed a stint of football reporting for *The Observer*, "using stuff I had acquired as a reporter" but had never had a chance to use. *The Great Apple Raid*, his autobiography, came as a result of his column in *Nova*, which dealt with his childhood, and produced "much more interest than I'd expected". The letters he received convinced him that the "intensity of experience" of childhood is a universal phenomenon, unlike the experience of war or even romantic love, and he proposed a book on his own early years to Heinemann, who published it in 1970.

Both *Born to Hunger* and *The Football Man* are extremely competent works of their kind, full of information and perceptive commentary. But *The Great Apple Raid* is something more—a compelling, evocative book, comparable in some ways with Laurie Lee's *Cider with Rosie*. Hopcraft characteristically points out that one major difference between the two discussions of childhood is that *Cider with Rosie* was enormously successful whereas *The Great Apple Raid* is out of print. Modestly, he attributes this disparity to Laurie Lee's poetic talents and his book's "very special quality". He expresses the greatest admiration for *Cider with Rosie*'s "brave lyricism" and "unashamed lyrical evocation". But he admits to "quite liking" *The Great Apple Raid*, and to suspecting that *Cider with Rosie*'s setting in the age before the motor-car holds far more nostalgic appeal than his own book's ambience of the Midlands in the forties. In fact, *The Great Apple Raid* shows a poetic side to Hopcraft's own talent, less evident in the plays. He has a feel for language that can often produce a startling, perfect image.

Hopcraft's new series, *The Nearly Man*, seems on the face of it very much the work of an ex-journalist, using topical issues almost as dramatized news stories. The plays are remarkable in a number of ways: they deal with fictional characters in a documentary, factual setting, in which national figures play minor but significant off-stage roles; they were written month by month, starting in April of this year, over a seven-month period, in order to use current events as part of the action; and they dramatize one highly topical issue—the attempt by extreme left-wing constituency workers to oust their right-wing-leaning MP. The series was commissioned after Hopcraft's play of the same name, with the same setting and characters, won great acclaim and the Broadcasting Press Guild award for the best television play of y

Hopcraft used his extensive k ledge of politics, gained dur years on *The Guardian*, and s mented by some "sitting the the House of Commons, th with MPs, in writing *The* *Man*. But, despite the play's political events and themes, primarily about personal r ships and "the effect of pol the people concerned with it

"I don't know how much p argument is at the centre of p lives. . . . I question how people are actually driven b tical dogma, or even political p sophy. Both (the two main tical characters) are involv politics because they expect use of it in some way. . ."

The conflict between Christ-son, the middle-class, tea right-wing Labour MP, an extreme left-wing const agent, is seen more in terms sonality and social class tha a political viewpoint. The "personal hostility" to C "derives from his resentm Collinson's assumption that he right person to represent hi stituents rather than people the agent himself". . . . It "expressly from the differen backgrounds".

With his reputation in tele firmly established, Arthur Ho might he expected to turn thoughts to the stage. But characteristic of his coo illusion-free approach to life th feels the accessibility of te to the mass of the people co outweighs the advantag theatre offers—prestige, p the chance of permanence— successful practitioners.

"Television is surely the put on any kind of serious d The theatre is for "a very h whereas television "reach audience of millions".

THEATRE AND EDUCATION

TEN YEARS LATER . . . . .

Heather Neill

Theatre in education is 10 years old this year. The extent to which the original scheme set up in Coventry in 1965 has multiplied and developed is demonstrated by the dozens of companies which appear in the newly published *Theatre in Education Directory* compiled by Pam Schweitzer and edited by Clair Chapman. This lists clearly, with examples of programmes undertaken, every kind of theatre for children and young people as well as strictly TIE companies and includes details of personnel, grants and fees. There are also stimulating contributions on the state of TIE from several key people involved in it, from Bert Parnaby, HM Inspector of Drama, and from Peter Brinson, director of the Gulbenkian Foundation, which subsidized this publication. The directory is available from TQ Publications Ltd, 44 Earlham Street, London WC2 (01-836 1477), price £1.50. Incidentally, volume 17 of *Theatre Quarterly* was a TIE issue and inquiries about this can be made at the same address.

[illegible] borough of Barking which, during the past few weeks, has played host to TIE teams from Coventry, Peterborough and Leeds, each of which worked for a week in schools in the borough. The project ended with the Leeds team's programme for lower juniors, *Rubbish*. This involves the children in a thriller about inventors, good and bad, and has two purposes: to make them aware of the possibilities of recycling material and to show that glossy packaging is not necessarily a sign of quality.

One of the companies listed in the TIE directory is the Anna Scher Children's Theatre which is due to hold a workshop for five to 14 year olds at the Round House on Saturday, November 8, at 3 pm. As usual, there will be "plenty of opportunity to join in with masks, mime, music, dance and drama". Tickets are 25p (50p for adults) at the door, and this time a number of local pensioners have been invited to come along and join the session.

Later in the month, on November 20 and 27, the Westminster Theatre will be open all day to school leavers and sixth formers for a programme culminating in a matinée performance of *Song of Asia*. During the morning session, which begins at 10.30, participants will attend talks on technical aspects of the theatre and a discussion on its "social and cultural significance" (this is a MRA foundation) and, in the afternoon, they will be able to meet members of the cast of the musical, who come from 15 nations. The *Song of Asia* Day costs £1 per person.

Much younger children are catered for at the Unicorn Theatre when a production of *Orlando the Marmalade Cat Buys a Cottage*, adapted from Kathleen Hale's book, opens on November 1. The stage version includes puppets and music.

No Official Portrait has literary [illegible] London teachers, has prepared this entertainment, described as "a broadminded review of Jane Austen's image", to mark her bicentenary. The programme, which includes a version of *Lovers' Vows*, the controversial play in *Mansfield Park*, lasts about two hours and costs £25 for ILEA establishments. Bookings can be made through the Drama Inspectorate.

Two London teams, Outreach at the Cockpit and Bowsprit at Greenwich, are taking interesting programmes out into their respective areas at present. The Bowsprit's *Used*, about the manipulation by society of both the male and female sexes, is coming to the end of its run; it can be seen for the last time at Stage Centre, Burrage Road, on November 1. *Judge for Yourself* is the Outreach team's latest youth club tour and is available until November 27. Club members of 15 and over are required to judge an imaginary case during a first visit which is followed up in drama workshop form during the second. Questions about society's attitudes to punishment arise, as well as points about the legal system and justice.

Travelling further than most companies—in every sense—the Welfare State has some intriguing dates for the Autumn. After visiting Holland and Poland this month, they return to their base in Burnley on November 1 for "processional pieces culminating in a massive bonfire sculpture on November 5th". Then between November 10 and 22 they will be in Crowborough, Sussex, to create "Autumn Illusion—processions, dances, stories and a sideshow for November evenings".

The Molecule Club, based at the Mermaid Theatre, aims to construct images too, but their purpose is to use them to explain scientific phenomena. *Sparks*, about electricity, is followed by *Poles Apart*, "a magnetic adventure" which will play to junior school children between November 3 and 22.

With half the Autumn term over, courses of all kinds are well under way. In London, Sherbrooke Teachers' Centre is running a course in drama for five to 10-year-olds on Tuesdays and Spencer Park Teachers' Centre SW8, has one on materials, resources and activities for five to 11-year-olds. At the Victoria Theatre, Stoke-on-Trent, there is a course for teachers who are not drama specialists but who would like to use theatre techniques as a teaching method.

The Young People's Theatre Scheme at the Royal Court continues to hold workshops for 14 to 18-year-olds, and until November 8 a Young Writers' Festival is taking place at the Theatre Upstairs.

For a full report of the Royal Court Festival, see page 22.

MUSICAL ILLUSION

Robin Maconie

It goes without saying that music has to do with auditory perception, but it is by no means as self-evident that experiments in auditory perception have to do with music. This month's issue of *Scientific American*, for instance, carries an article by Diana Deutsch exposing an intriguing anomaly in hearing. The author, a Londoner now working at the Centre for Human Information Processing at the University of California in San Diego, is a rarity among psychologists of auditory perception, a trained musician. Her investigations as described in the article focus on how a listener discriminates what the right ear hears from what is heard by the left ear. "When a sequence consisting of a high tone alternating with a low tone is presented so that when one ear receives the high tone, the other ear simultaneously receives the low tone, and vice versa . . . most right-handed subjects hear a high tone in the right ear alternating with a low tone in the left ear [whereas for most left-handed subjects] the high tone is just as likely to be localized in the left ear as in the right".

Miss Deutsch calls her sequence of tones a musical illusion, not just an auditory illusion. If her findings are sustained, their musical implications are certainly fascinating, for example, in helping to explain why certain conductors locate violins to the left, double-basses to the right on the platform, while others prefer the double-basses at the back. Higher and lower frequencies certainly function differently upon our perceptions, of speech as well as music: higher frequencies being relied on for auditory definition, low frequencies for cadence and emphasis. But a musical illusion presupposes some sort of tangible connexion between the sound material and listening process of the experiment, and the experience of listening to music as it is normally understood. Here the analogy breaks down in several places.

First, the listening situation. Subjects listened to the sequence of tones over earphones. This is an abnormal situation, since the listener cannot move in relation to the signal heard, and movement is an essential part of auditory localization. Second, the sequence of tones. What Miss Deutsch calls "high" and "low" tones, by analogy with their notated positions on a stave, turn out to be two computer-generated pulses exactly an octave apart.

We are not told, but I am inclined to think, seeing that a computer is involved, that the tones would have been vibrating in phase one with another, but this doesn't greatly alter the fact that one would tend to be perceived in this case as two harmonics of the same tone. This being so, the question of "high" and "low" ceases to be one of tonal discrimination in the ordinary musical sense, but one of timbre, and this requires more study. (Both tones in fact are middle frequencies: tones in this range—covered by the treble clef—are not in themselves high or low, but according to context.)

A further difficulty not voiced in the article arises from the well-known observation that listeners without absolute pitch can make two kinds of error in judging pitch. Is that one of these types consistently misjudges octave relationships? How many subjects were tested? "A hundred or so". We can assume that some among this small number of subjects belonged to this latter type. Were they left-handed, too?

The trouble with such experiments is that they focus on discrimination, and bring all the apparatus of discrimination to bear on a question of musical engagement which can only be adequately described in terms of a process of selection and variation of context-norms. Miss Deutsch's experiment tells us rather less about how we respond to music, than how we choose to distinguish two barely distinguishable electronic tones invading our ears through headphones.

Y REVIEWS AND PREVIEWS

NTRO-VISION

hristopher Griffin-Beale

point, Thames Television's new ntary series on the media esday 11.39, repeated Wednes- 10.10, Thursday 10.35) has one e most often-used titles in tele- n. But it has never been more employed.

This series is concerned with the wpoint inevitably expressed ough the mass media. Not only it unusually radical, but the mvirate credited with produc- (Douglas Lowndes, the pre- ter, Alan Horrox, the director, d Gillian Skirrow, the education ficer) have been determined to ke their own viewpoint as expli- as possible.

point consequently poses an llenual challenge that is rare any television audience: this only reflect well on Schools ision—and on Thames's cour- in the attempt.

The next two programmes, typical the mixture of songs, sketches illustrative material from the it deal with two issues: bias in mentary and the relationship ween information and entertain- t, which take us to the heart of makes this series so different d controversial.

Programme 6 next week glas Lowndes, as always, makes s own explicitly succinct. (Though uses "I", he is speaking also for s colleagues.)

"This programme is about what believe, so this programme is ased. The law says that television ogrammes should not be biased, ould not take sides. I believe the law is based on a mistake. I believe that's to say that television pro- rammers can avoid bias. I also lieve that it is wrong that they should try to avoid bias."

This bias in documentary pro- mmes, he argues, arises because sions have to be made—about t subjects to film, how to tackle m, whom to interview and so on.

The programme concentrates on editing process, by demonstrat- g how a set of images about s can be edited in two dif- nt ways, with different com- taries, to convey diametrically osed points of view. In a drama- sketch, the film editor shows the tor his version and ad libs a commentary.

es of strikers, picketing and activity illustrate the unions' ime fight for their rights. The ing shots of union leaders and Gormley accompany the that the unions are run moderate leaders with moderate

ubbish—it's biased", the declares and turns the e on its head to start with aders. The unions may appear run by these moderate men, they are controlled by mili- This is the gist of his version. a song from the "director" "film editor", the sketch es the message and Douglas s illustrates how students could explore the alternative editing of images. Students, given the same snapshots of local housing conditions, arrange and caption them to make different points. For one a photo of rubbish in the street illustrates the desolation wrought by developers; for another the same image is cited as evidence of the local inhabitants' indifference.

Lowndes's final conclusion: "Every programme has to choose which views to put across. That's why I think it would help if every documentary programme was open about its point of view—just as I've tried to be open about mine. I hope you will discuss and question what I have said after the programme."

There is a lot to discuss (more than I can attempt here). Such directness commands a responding openness. I agree with much of what he says. Many would still maintain that it is possible to make an unbiased programme, by representing both sides of an argument, but they are still selecting. Few arguments resolve neatly into two points of view.

The programme maker is then selecting two points of view on a particular issue rather than one, and substituting one form of bias for another. This may be preferable, but it cannot be regarded as objective or unbiased.

Bias is not, in this argument, something that creeps in if somebody is not being careful, or if something contradicts one's own assumptions or the views generally presented or accepted in society. It is something that follows inevitably from production decisions, whether based on the values of the individuals making the programmes, or on the values that they perceive as belonging to the institutions they are serving.

Few people would have any difficulty in recognizing bias in the two versions of the unions film we see, but we are rarely confronted with such gloriously obvious examples, used here to make the basic point more accessible. The ultimate problem is to recognize subtler covert assumptions in programmes, but this requires greater sophistication.

The more honestly and overtly one reveals a point of view, as Douglas Lowndes does, the more vigorously one can organize material and make a case, and one is treating critics more fairly by helping them to take issue with you.

Though there is so much educational emphasis in modern curriculum planning on getting children to think for themselves, there is all too rarely this kind of encouragement. To have made less of his own point of view might have saved some immediate criticism, but ultimately might have been less responsible, and because his opinions of society would have informed the programme covertly. The ultimate aim is that students should recognize that documentaries are constructs, and this programme not only makes the point—it epitomizes it.

It achieves this through the kind of serious entertainment whose touchstone is *That Was the Week That Was* and whose rarity—in a medium which normally isolates information from entertainment—is examined in Programme 7 the week after next.

Earth: *Its Water Cycle*." A film in colour with sound Distributed by Gateway onal Films, 37 Lawrence , 29/31 Broad Street, Bristol, 2HR. Running time 10mins. Range, Secondary. Hire charge: Purchase price: £65.00

film shows how the water leaves the earth's surface to part of the atmosphere re- to the surface as precipita- The concepts of evaporation, nsation and the movement of masses are discussed. Pupils are shown how temperature and air pressure affect these processes.

The film combines nature photography with explicit laboratory experiments. The views of clouds forming and moving across the sky are most impressive and the colours are exquisite. The laboratory experiments are also presented in an attractive way.

However, the constant switching from laboratory to nature and back left many of the younger children confused. Perhaps this is inevitable when so much information is packed into only 10 minutes. It might well have been more satisfactory to have expanded the film.

ON THE CARPET

Cherida Mares

Playtime (radio, Tuesday 10.15) is the repeat of a series first broadcast in 1973-74 for children in playgroups, nursery schools and reception classes. The aim of the series is to deepen young children's emotional and imaginative lives and enable them to develop physical and intellectual skills.

To say it seems unlikely that a weekly 15-minute session could contribute significantly to the development of such skills is to criticize the language of educational aims and objectives or the structure of programme notes rather than the programmes themselves. In fact *Playtime* is one of those small and delightful radio experiences that should not be overlooked amongst the plethora of vision and colour offered by ETV.

The series is intended for intimate listening with small groups in the carpeted "home" corner of the classroom, with the teacher as an active member of the group. The movement and number games, rhymes, stories and music are given continuity in the items that are repeated or developed each week.

The programmes are deceptively simple, and while no one item is in itself outstanding, the construction of the programmes, the linking and development of themes, the incidental music and sound effects are built into a satisfying experience which could bring welcome variety, stimulus and encouragement to almost any group of children.

Playtime also gives children the satisfaction of seeing their teacher in a new role as a participating member of a group rather than as a leader. The teacher's presence provides a focal point and helps children to concentrate their attention. Children accustomed to television need this help in learning to listen to radio. Two of the programmes in the next series of *Playtime*, starting in 1976, will have slides/filmstrips available to act as a stimulus for discussion.

Although *Playtime* is intended for group use, it is enjoyed by many children at home who do not go to nursery schools. The series is recorded with a nursery class and their chuckles of pleasure and eager responses give children listening at home the warm feeling of being part of a group.

Also of interest to parents of the under-fives is the repeat of Harlech Television's *Mum's the Word* (Mondays 12.30) which examines language development in young children. This lively series uses film of mothers and children as the basis for discussion on the ways parents can encourage and stimulate children's use of language.

BROADCASTING

BUILDINGS OF AN AGE

Robert Morris on a new series on architecture

Spirit of the Age, BBC's contribution to European Architectural Heritage Year, which begins today (BBC 2, 9.25), is a most promising series. It gives eight personal views of different periods of English architecture, reflecting also the culture and society of the people who built and lived in them.

Unlike earlier series on this scale, which depended on one personality and one point of view, the series producer, John Drummond, opted for different contributors and a variety of personal viewpoints, while ensuring that historical and thematic links are followed up from programme to programme.

Not only does the series take us through the major architectural periods; it also reflects the range of possible approaches to buildings and the different insights they can yield.

Architecture has not exactly been ignored on television. Yet it has certainly not had the treatment accorded other arts. The subject might seem ideally suited to a visual medium but a building's character is spatial, three dimensional and related to a specific scale.

The problem of conveying this in a two-dimensional miniaturized image can be mitigated, but never really solved. John Drummond finds long, tall buildings—church spires, for instance—particularly difficult to handle within this frame: "One wants to turn the television on its side."

With this problem to negotiate, the first two programmes are remarkably successful. Dr Alec Clifton-Taylor, who contributes the first programme on the medieval period, is a real discovery, making his first television film at the age of 66. His natural, unobtrusive personality helps him to communicate his enthusiasm and through that enthusiasm understanding.

His particular interest is in the history of building materials—and why wood or stone or brick should be chosen in specific places and periods. This proves a most illuminating approach, both to the buildings and to their social context. He is enlightening on a whole host of details, using a minimum of technical terms which he defines.

True, he does not devote much attention to defining the basic term "gothic", but for the programme's purposes it is clear enough from the visual evidence. To have explained "gothic" would have involved simplifying a general point, whereas the strength of his programme was to concentrate on the specific.

It is for that reason—and because of the splendid photography and the clarity of his presentation—that I would be intrigued to see the programme's effect on some of the quite young children I have encountered (down to nine and 10) engrossed in drawing the local church, taking rubbings or finding out about local buildings.

Roy Strong's second programme on Tudor and Early Stuart architecture is also remarkable, but in a different way. He is more concerned with style and with the symbolism of shape and decoration, epitomized in his treatment of the Triangular Lodge at Rushton, in Northamptonshire, built by a Roman Catholic to express the devotion to the Trinity he was denied in the church. It is a more difficult programme, more concerned with the intellectual spirit of the age than with social conditions. Indeed, his approach involves neglecting smaller, less ornate houses.

He seems, perhaps surprisingly, less at ease facing the camera than Clifton Taylor. Both are required to be seen every so often in the interiors they describe, not just to establish them as individuals, but to introduce the human element and scale into the space. Roy Strong seemed more often to be walking forward to meet an advancing camera—and slightly constrained by it—at times when neither his movement nor the camera's seemed to add to our impression of the building.

These first two programmes have included many beautiful buildings that have been previously little known or visited. And the cathedral at Lincoln, which Dr Clifton Taylor chose for close study in the programme (and regards as uniquely inexhaustible in its interest), is certainly not the most popular. It will be interesting to see whether they now attract more interest, for the series is educational in the best sense, spurring its audience—I suspect—to further action.

BRIEFINGS

RADIO AND TV

FE and general interest

Carry on Learning (Sunday, 9.45 BBC 1. Wednesday, 19.05 BBC 2)

Lost in a series which encourages adults to believe they're never too old to learn. Paul Bonython is doing a home study course; he and his wife explain how they organize their life so that he can study. Advice is also given on the kinds of course available.

Bellamy on Botany (Sunday, 10.35 BBC 1)

David Bellamy tests the results of an experiment first performed by a German scientist in 1892. Aims to find out how water gets to the top of a tall tree. Bellamy uses an acid bath and a two ton oak tree.

Milestones in Working-Class History (Tuesday, 23.15 BBC 1)

"The Machine Breakers", the first of a new series, asks "How would you feel if your job disappeared because of a new machine?" A group of Yorkshire workers are taken through the story of the Luddite riots in the mill area 150 years ago and asked their opinions.

For schools

Exploring Science (Monday, 10.23 BBC 1)

"Teeth" begins by identifying those groups of animals with teeth. Eleven to 13-year-olds are encouraged to differentiate between the various types of teeth required by animals and reptiles to satisfy their feeding needs.

Springboard (Monday, 11.20 VHF 4)

As a start to autumn studies, "Autumn Brown" shows seven to nine-year-olds the activities of birds and animals preparing for the winter. The series aims to help children make more of their environment.

Picture Box (Tuesday, 11.20. Thursday, 10.18. ITV)

A two-part unit on "Kangaroos" for eight to 11-year-olds. Concentrates here on factual information; the films contain shots of a kangaroo's birth, the journey to its mother's pouch, its environment and way of life.

Watch! (Tuesday, 11.00. Wednesday, 14.01. BBC1)

"Looking for Holes" shows Ken and Jean searching the kitchen for "holes", doing an experiment with sieves and setting a picture quiz for older infants. As a finale a visit to the Mendip Caves.

Religion and Life (Tuesday, 11.40. VHF4)

In the first half of this programme, "a sociologist", Emile Durkheim puts forward his explanation for God. His argument based on the book, *The Elementary Forces of Religious Life*, is then discussed.

My World (Wednesday, 9.30. Friday, 11.00. ITV)

Infants go for a drive in the cab of a diesel train. Shows them the stations the train stops at and the controls the driver has to operate. Emphasizes the importance of rules and regulations to all road and rail users.

History in Evidence (Wednesday, 9.35. VHF4)

The rest of this term's work deals with Norsemen and Normans, tracing their development from Vikings to the Norman kings of England. Here "Out of the Saga" looks at the values, aims and quality of life of the early Vikings and asks 11 to 14-year-olds if Vikings were really savages or had their own civilization.

The Land (Wednesday, 11.39. Friday, 9.48. ITV)

A unit on mountains for O level and CSE students begins with an area study of the Cairngorms. Examines the glaciated features of the northern massif and the major physical elements in the terrain. The opportunities for recreation available to holidaymakers on the lower slopes are contrasted with those of the high mountains.

Mathshow (Thursday, 10.25. BBC 1)

"O for Symmetry" aims to teach 11 to 13-year-olds the rudiments of symmetry in an entertaining fashion. Emphasis is on reflective symmetry; the creation of symmetrical pictures and models, lines of symmetry and reflection as a transformation; with the help of a clown, Lupino Lane and Doctor Where.